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ABSTRACT

This guide presents an analysis and rationale of foreign language programs in elementary and secondary schools, stressing development of cultural understanding through language instruction in the basic skills of the target language. Major sections cover: (1) purposes of foreign language instruction; (2) contributing disciplines--psychology, linguistics, and culture; (3) methods of instruction--basic skills, audiovisual aids, lesson plans, interdisciplinary studies, and textbook selection; (4) program materials; (5) equipment; (6) innovations; (7) program evaluation; and (8) professional staff. A selected bibliography is included. (SL)

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Foreword

During the past decade emphasis has been placed upon foreign language instruction in elementary and secondary schools. In 1957, the New York State Board of Education ruled that a senior high school with a student population of over three hundred and fifty was required to offer a foreign language in the curriculum. A great deal of effort has been extended in foreign language in the elementary schools of York as well. With the National Defense Education Act of 1958, the Congress of the United States recognized the value and the importance of foreign language instruction in the schools of America.

Although the advantages that accrue to the individual who is fluent in a second or even a third language have been accepted generally by the public and a large segment of educators, the path to effective foreign language instruction must be thoughtfully engineered and constructed with careful attention to detail. This guide, an outgrowth of a previous bulletin published in 1957, has been written to give direction and purpose to the resources and the program of foreign language instruction. In order to assist students in realizing the refinement, the increased insight and the depth of understanding that knowing a second tongue can bring, a great deal of thought and energy by teachers, supervisors and administrators is required. The major responsibility for leadership in articulation of instruction lies with the principal and district personnel. The major responsibility of the foreign language teacher is to provide excellent, professional instruction to students.

This guide has been written to assist the foreign language teacher, the counselor, principal and district officials in their efforts to establish foreign language instruction of quality and purpose. Such a condition is seldom achieved by chance or through slothful thinking.

Appreciation is expressed to the many educators who assisted in the preparation of the guide.

Dr. Loren Hagen
Deputy Superintendent for Instruction

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Chapter I

PURPOSE OF FOREIGN LANGUAGE INSTRUCTION

The Need for Foreign Languages

World political and technological developments in the last ten or three decades have increased the need for foreign language proficiency and competence with/about foreign peoples. According to the FLA, within the next twenty years, some Americans will have to communicate in almost any one of the world's 4,000 or more spoken tongues. Many Americans will require communicative skill in important languages both spoken and written. Americans will continue to need some degree of competence in the common Western languages, and literate Americans will continue to find a richer and deeper meaning in the works of great authors when read in the original. Foreign language learning can also make a potential contribution to an individual's education, and specialization in language study can lead to interesting careers.[1]

Objectives of Foreign Language Study

The main objectives in foreign language study are successful communication and cultural understanding.

Communication Objectives[2] include the ability:

1. To listen to and comprehend the foreign language when spoken at a normal speed on a subject within the range of the student's experience.
2. To speak well enough to communicate directly with a native speaker on a subject within the range of the student's experience.
3. To read with direct understanding, without translation, material on a given level.
4. To write on a subject within the range of the student's experience using authentic patterns of the language studied.

Cultural Objectives[3] include the ability:

1. To understand through the foreign language, the contemporary values and behavior patterns of the people whose language is being studied.
2. To become acquainted with the significant features of the country or area where the language is spoken.
3. To develop an understanding of the literary and cultural heritage of the people whose language is studied.

In order to achieve the objectives of culture, the student must first achieve the objectives of language.

Justifications for foreign language study:

Foreign languages should be a part of general education today in order to prepare the student properly for the world of tomorrow.

The learning of a second language enhances one's ability to communicate.

Foreign-language learning equips students with an effective tool which can strengthen human bonds of understanding among peoples isolated by sociological barriers.

Cultural understanding, learned as an outgrowth of foreign-language study, strengthens ties between peoples of different geographical and political locations.

Knowledge of a foreign language acts as a key to unlock the doors of great literary, scientific, cultural, and philosophical treasures which cannot be savored through translation.

Knowledge of a foreign language enhances a person's vocational and professional opportunities.

Knowing a foreign language is in itself a manifestation of culture.

CHAPTER II

CONTRIBUTING DISCIPLINES

PSYCHOLOGICAL CONSIDERATIONS

Introduction

Knowledge of language learning will continue to evolve as further experimentation and experience reveal more data. Teachers need to be aware of psychological and linguistic considerations upon which authors base their programs of instruction. Some of the principles of psychology and linguistics which appear to be of importance to foreign language teachers are discussed briefly in this section of the guide.

Objectives

The objectives upon which most of the prevalent modern foreign language textbooks are based, and the objectives accepted, at least verbally, by a majority of foreign language teachers are enumerated as listening, speaking, reading, and writing, and through these an appreciation of culture. These objectives are almost universally recited by foreign language teachers as the important goals of their teaching programs. But many teachers know which types of learning are involved as they attempt to guide students to achieve each of the skills enumerated in the standard list of objectives. Certain types of learning are applied predominantly in the development of specific language skills and efficient teaching of foreign languages is fostered if the teacher understands the types of learning and how they apply to the daily lesson.

Modern thought indicates that language is almost as natural as sleeping and breathing. Language permeates our inner lives and is an indispensable factor in human relationships. If language is considered to be behavior, then psychology, the science of human behavior, must have a great deal to say about this human characteristic which has both mental and physical aspects. Human beings are not born with language; it must be acquired. Memory, habit formation, speech ability, and motivation are factors which influence language learning. When language learning is related to the teaching process it becomes evident that language is neither individual behavior nor group behavior, but public behavior. Teachers need to know what progress is being made as a result of instruction, and they therefore need to measure the learning acquired by the student.

Types of Learning

There are four basic types of learning which should be carefully applied in foreign language teaching. These four types of learning are

1. Concept formation or the formation of mental pictures and ideas
2. Association or symbolic learning (largely vocabulary)
3. Skills, defined as motor coordinations
4. Habit formation - simple stimulus - response patterns

A brief explanation of each type of learning with examples of how and where each type of learning is applied in language learning will be helpful.

A. Concept Formation

1. The concept is taught through a four-step process
   a. Portrayal of the referent (an object, sound, etc.)
   b. Discussion for clarification
   c. Enunciation, if necessary, of any related vocabulary, phrase or sentence
2. Concepts which must be formed in relation to language learning are
   a. New sounds and their meanings
   b. The structure of language;
   c. Elements of culture

B. Symbolic or Associational Learning Symbolic learning is basic to acquiring vocabulary. This type of learning involves two steps:

1. Recalling, acquiring if not already known, the concept or mental picture for which the symbol stands.
   (Do not relate the new symbol to its English equivalent.)
2. Drilling until the new symbol with its meaning becomes fixed to the desired degree in the mind of the learner.

C. Motor Manipulation Skills Motor manipulation calls for two steps:

1. Learning the concept or getting a mental pattern of how the sound is produced.
2. Practicing the skill under competent supervision until the desired level of proficiency is reached.

The audio-lingual approach concentrates heavily in the skill areas as a foundation for acquiring the other objectives of language learning. This method quickly produces results that can be heard, but the initial step of concept formation which must precede practice cannot be neglected. Students and teachers often feel that the concept step is enough. This is only the beginning. If this were enough, most teachers would speak the language as natives.

D. Habit Formation

1. A habit has several characteristics:
   a. It is learned.
   b. It is automatic.
   c. It is set off by a cue or stimulus.
   d. It takes place without conscious control.
   e. It is satisfying
   f. It typically involves a motor action.
   g. It is extremely resistant to change.

2. The following steps are involved in the formation of a habit:
   a. The learner, at first, gives conscious attention to his behavior.
   b. As the behavior is repeated at the conscious level, it becomes more stable and consistent.
   c. The behavior becomes fixed through continuous and repetitive usage; at this point it no longer requires conscious attention.
   d. The behavior is now a habit.
3. Precautions:
   a. Students must be given consistent, accurate, and prolonged help when habit formation is in its infancy.
   b. When habits are formed without giving careful, conscious attention to the correct form, the learner may form not one, but several bad habits that result in a generally unacceptable performance.
   c. Such habits can be particularly detrimental to language learning.

PSYCHOLOGICAL PRINCIPLES OF LEARNING

<u>There are a number of very basic psychological principles</u> which control and affect students in the learning process.

<u>Reinforcement</u>--People tend to accept and repeat those responses which are pleasant and satisfying and to avoid those which are annoying. Students should experience personal satisfaction from each learning activity and should achieve some success in each class period by mastering some new idea or operation.

First impressions are often the most lasting. This means that those first classes are all important. The teacher should arouse interest, create a sense of need for the subject matter, and insure that the students learn it right the first time.

The more often an act is repeated, the more quickly a habit is established. Practice makes perfect--if the practice is the right kind.

A skill not practiced or a knowledge not used will be largely lost or forgotten. The teacher should recognize the value of repetition in the classroom for reinforcing newly-gained knowledge or skills. Important items should be reviewed soon after the initial instruction.

A vivid, dramatic or exciting learning experience is more likely to be remembered than a routine or boring experience.

OBSTACLES TO LEARNING

There are feelings, emotions, and attitudes in students which may be obstacles to learning. Some of these cannot be controlled by the teacher but the following ones can:

Boredom -- The work may be too hard or too easy. The teacher may have failed to motivate the students or to keep their attention.

Confusion -- The teacher may create confusion by presenting too many or overly complex ideas. Contradictory statements or failure to relate one step to another also can confuse students.

Irritation -- Annoying mannerisms of the instructor, poor human relations, interruptions, and delays can create this obstacle.

Fear -- Fear of failure or of getting hurt are common obstacles to learning. Being certain that each student shows some success each session is important.

FACTORS AFFECTING LEARNING

Such factors as practice, habits, retention, transfer, discrimination, motivation and interference affect the learner and the learning condition. Illustrations are provided below:

A. Language habits learned will depend on the correctness of the models given to the student to imitate.

B. The acquiring of a new habit or behavior is brought about by conditioning--stimulus response--and reinforcement--reward.

1. If the learner knows what he is doing and the purpose for doing it, knowing that he is doing it correctly is a reward in itself and will reinforce the behavior.

2. Rewarding the desired response increases the probability that the response will be repeated again in a similar situation.

3. The real skill of the teacher is shown not in correcting or punishing but in creating situations in which the learner cannot help but respond correctly.

4. For reinforcement to play a maximum role in learning, the structure or utterance to be reinforced must progress from the simple to the complex--this should also help the student to make the correct response.

5. Equally important is that erroneous responses, if not corrected immediately, persist.

C. Meaningful practice tasks must incorporate frequent repetition to bring about enough overlearning to guarantee retention--in the initial learning experience and in programmed periodic review.

D. To secure retention, students should review frequently, at short intervals, almost immediately after the original learning sessions after longer and longer intervals as the time from

the original learning increases. Checklists are needed to remind teachers of what has been presented and when it was reviewed (also how often it has been reviewed).

B. It is possible to practice a skill perfectly but so differently from the way it is actually used that there is almost no transfer from one situation to another. A great deal of language activity can be so categorized. It shouldn't be.

   1. Transfer cannot be taken for granted.

   2. The student's ability to analogize and to see applications depends upon his background of experience, his level of insight, and his previous conditioning in this direction.

F. When one's native language impedes the learning of a second language, the phenomenon is known as interference. That interference is an automatic transfer.

   1. Interference can be almost negligible as in the case of the bilingual (who learned the language in childhood); therefore, foreign language should be taught at an early age. The earlier learning begins the better.

   2. The teacher must be aware of the points of interference and give special emphasis to them.

   3. The automatic use of the mother tongue must be drilled out.

   4. The mental set of the class must be completely in the foreign language environment. Use of English must be discouraged.

G. Learning is more efficient when the learner proceeds from the simple to the complex.

   1. See the total configurations first.

   2. Drill the parts.

   3. Put the parts back into the total configuration.

   4. Practicing and overlearning the segments does not guarantee a mastery of the total configuration.

H. The students' ability to perceive configurations or patterns, his ability to discriminate and to generalize can assist the teacher in acquiring a new language.

   1. The student is made conscious of the structure of the language and how it follows definite patterns.

   2. The ability of the student to perceive this depends on his aptitude. More exercises and analogies are necessary for students of limited linguistic ability.

8. Learning to do involves doing. -- Practice does not make perfect, but perfect practice does make perfect. Students don't learn as a result of what teachers do, but as a result of what teachers get them to do.

   1. Teachers need to think seriously about the arrangement and length of time spent on learning tasks such as drills and practice exercises in language classes.

      a. Studies show that for best results practice should be spaced. A few drills and practice exercises daily for a week will give better results than many such drills and exercises concentrated in one long session.
      b. Frequent short practice sessions generally produce greater learning. The optimal length and spacing depend on the kind of learning task and the age of the learner.
      c. Sometimes long sessions are favorable if the task is highly meaningful. (1) when insightful learning is possible, (2) when the material has been previously overlearned but during a prolonged time interval the forgetting has been great, (3) when peak performance is required on tasks already known, (4) or when prolonged warm-up periods are necessary to become involved in the task.

9. The unknown cannot be appreciated or experienced except in terms of the known.

   1. To attempt to learn the structure of a language in terms of a grammatical terminology more difficult at times than the foreign language itself seems self-defeating. There is no objection to understanding the grammatical or linguistic concepts if they are part of the experience of using the language.
   2. Reducing grammatical terminology to a minimum is a real asset in the learning of foreign languages.
   3. Foreign utterances are best learned and retained when presented in context, in association with objects, actions, and conditions which are their referents.
   4. Practice exercises become the prototype for the unit of behavior or language the learner wants to acquire.
   5. A great help in acquiring meanings in language learning is the development of experiences with the use of visual aids such as charts, illustrations, filmstrips, slides, and short films.
   6. Teachers must help students avoid the pitfall of rote learning by adopting the following measures:

      a. Hearing and understanding must be developed.
      b. Meaningfulness can be facilitated if the material in the dialog is patterned rather than unorganized.
      c. Delete what has already been learned to the new.
      d. Materials in the dialog must relate to the functional activities of the learner, even more so, if the learner actively engages in the activity.

6. Interest and motivation are crucial to any learning program that extends over a period of three or more years.

   1. Students are thinking and feeling as they undergo the learning process.
   2. False goals, e.g., an "A" on a report card, are likely to engender quick forgetting of the language since the immediate goal has been reached.
   3. Lesson content is highly important.
      a. Content should develop significant insights, attitudes, and interests in the contemporary life of the foreign culture and society.
      b. The content should be appropriate to the maturity of the learner.
      c. Motivation becomes more difficult if the teacher limits the task to a set of materials to be learned in the classroom.
         (1) Learning occurs in a larger setting.
         (2) The whole school situation should be considered, including:
            (a) Extra-curricular activities
            (b) Out of school activities
            (c) Community activities
      d. Using the language means exchanging words and ideas with someone else--a listener, a reader, a correspondent, or a group of persons and not just a concept for reciting "when my turn comes."
   4. Students should feel that they are making progress toward goals and objectives they themselves have accepted.
   5. Teachers should note the characteristics of the students with whom they are dealing. Children's interests are varied, e.g., the grown-up movie, animals, the exploits of nature, fantasy, things historically remote, T.V. advertising slogans.
   6. Adolescents have long range goals which take the place of transient interests.
      a. College entrance
      b. Choice of profession or life's work
      c. Cultural and literary enrichment
   7. Since drives are so varied and so important, the teacher's understanding of the individual student becomes increasingly more significant.
   8. The personal motivation and enthusiasm of the instructor must be such that he is capable of inspiring his students.

Principles of learning a foreign language -- Experience has shown that language learning is fostered when the principles of learning listed below are employed.

   a. An observable change in behavior (language) takes place.

   b. Both the teacher and the student recognize the influence of physical environment, social groups and institutions, and the self.

C. Learning involves new experience.

1. Learning new skills of a language
2. Making active use of the language

D. Good teaching includes helping the youngster to see the factors relating to his success. Learning takes place more readily if the language is encountered in active use.

E. Quality teaching dictates giving the student a feeling of confidence and security.

F. The slow orderly unfolding of the human being physically and psychologically indicates that readiness to learn is extremely important.

1. The use of language is dependent upon the maturation of the neuro-muscular connections.
2. The learner's ability to symbolize at the mental level, to analyze, discriminate and generalize about what he has learned indicates learning tasks to be assigned at different readiness levels.
3. The teacher must be careful not to teach all he knows about an aspect of language at any one time. He programs the aspects to be experienced and to be reviewed over and extended period of time.

SUMMARY

J. Wesley Childers[3] states that about every ten to fifteen years a "new" method or approach for teaching a foreign language is American schools appears. The "new" method, as it comes upon the scene, foresees attention on a phase of language learning which other methods apparently neglect. It is interesting to note that present-day methods are attempting to establish programs which develop multiple language skills such as listening, speaking, reading, writing, and grammar analysis. The author or authors who think that speaking is the paramount aim of language learning stress the natural, direct, or phonetic method. This approach to foreign language learning employs skill development and habit formation extensively in the beginning phases of instruction. A method of instruction which features grammar analysis and translating employs concept formation and symbolic learning.

It is apparent that all four types of learning will have to be applied if all four phases of language are acquired by the learner. Foreign language teachers generally accept the objectives of language learning, but a great deal of difference exists as to the "route" that should be followed to achieve the objectives. The main point of contention centers around the place of grammar analysis in the process on language acquisition. Many teachers think that the same pattern used in learning the mother tongue should be followed in learning a second language. This approach relegates grammar analysis to a time which follows the student's ability to use the language in normal speech.

Many teachers think that *grammar analysis* is the best approach to achieving total language ability. They choose their texts on the basis of how grammar is treated in the book. The final argument on this issue is not settled. Students learn foreign languages if a good teacher uses any one of several approaches or methods. The appeal to the foreign language teacher at this point is to be sure of the objectives he wants to achieve and to know the type of learning that must be employed to accomplish each objective of language learning.

Proponents of the audio-visual-lingual method claim that the second language should be learned according to the patterns in which the mother tongue was acquired, e.g., listening, speaking, reading and writing. These people claim that skills in listening and speaking provide the proper foundation for the acquisition of skills in reading and writing. They claim that structure of language should be acquired through practicing patterns and through analogy before grammar is learned through analysis. These people point out that past years of experience in which the *grammar analysis* method was used in America produced students who "couldn't speak a word of French." They claim that if you want students to speak a language, you had better give them training in this skill.

Teachers who advocate the *grammar analysis* approach to learning a foreign language say that students who learn a language using the audio-lingual approach are only able to parrot the expressions they have been taught. They cannot use rules to construct new sentences and they cannot think in the language. They claim that students must study and understand the grammar of a language before they can use it.

It was the consensus of the workshop committee members who wrote this guide that the audio-visual-lingual method or approach appeared to be the most promising, the most vital and the most balanced way of teaching a language. This approach appeared to offer the greatest opportunity for achieving total language acquisition on the part of the student. It was acknowledged that neither the audio-visual-lingual method nor the grammar-analysis method was perfect.

Linguistics is a science, not a teaching method. It does not have all the answers. Those who follow this science (linguists) have frequently antagonized language teachers by their exaggeration of the importance of a "linguistic" approach to language teaching. In spite of these arguments, the findings of linguistic science can do two things for the teacher of foreign languages. The first is to provide him with the necessary information to correct the misconceptions about the nature of language and writing. The second is to supply the teacher (and the textbook writer) with accurate statements about the sounds, grammar, writing system, personal language (idiolect) and dialectal (geographical, temporal, social) variations of the language and with information about the points of conflict between English and the foreign language (contrastive analysis). Linguistics should be included in the professional training of the teacher; it is applied to language classes and not taught formally.

THE NATURE OF LANGUAGE[5]

Language is so much a part of man that it is impossible to tell where language habits stop and personality begins. Consequently it is extremely difficult to examine language objectively. Because language is such a familiar part of everyday life, many teachers do not understand its nature and do not direct class activities toward the achievement of the established goals. Here is a list of facts that will help the teacher better understand the nature of language.

Speech is one of many sounds made by human beings for purposes of communication. The communication is language.

Languages are different, not just in having different words for things but in arranging words in different ways to express different reactions to reality.

Language is more than just a string of words; people also communicate by such means as structure, stress, pitch, and pause.

Changes in language depend on time, place, social level, and stylistic level. These changes are not irregularities but normal features of all languages.

Speech and writing are different, though related, language systems. In all languages, speech precedes writing. Most of the world's languages still have no written system.

Language has nothing to do with race. Primitive peoples do not speak "primitive" languages. The languages of simple cultures ("primitive peoples") are not necessarily simpler than the languages of highly complex cultures.

English sounds just as strange to a foreigner who doesn't know English as the foreigner's language sounds to monolingual speakers of English.

Different languages have different forms. In English, *Good boy!* is either true *Good boy!*, although they "mean the same," is ungrammatical because the word for *boy*, ZHAN (*человек*) does semantically neither word nor always substitutable for *is*.

Words for "the same thing" in two languages are not "equal to each other" unless basic meanings and connotations both correspond—and they seldom do.

Lexical meaning, expressed by selection of words (*tall man, short man*), must be distinguished from grammatical meaning, expressed by their inflection (*speak, spoke*) or arrangement (*house dog, dog house*).

No language is inherently difficult; if it were, the people who speak it would soon simplify it. Any normal child has a fine control of his own language by the time he goes to school.

Language learning has more need for analogy than for analysis; most of all, it calls for patience and time.

APPLICATIONS

Learning to speak a foreign language is not an intellectual activity in the usual sense of the term, but learned behavior, that is, a set of habits.

Classroom time should be spent (in the early stages) in habit formation, talking about the language.

Be sure that the stress, pitch, and intonation patterns of model sentences are authentic, consistent, and appropriate to the context.

Practice presentation in the form of real sentences or real sentence parts.

Do not present grammar as a set of rules by which the language must conform, but rather as a set of generalizations about the way a language behaves. Exceptions are then merely cases where the generalizations about the language have not been adequately formulated.

Do not present grammar as something universal, but admit that French (or any other language) is different from English.

Word for word translations are essentially useless and may be harmful.

For cultural tradition places far greater value on the written aspect of language, book writing is taken as symbol and not subject to terms of writing).

Linguistics should be exploited in order to get at the great ideas (literature) of a language (value).

The student's base variety of the second language (dialect) is not inferior, merely different and used in different situations.

A person does not qualify as a teacher of his native language merely because he is a native speaker of that language.

Functional control of a language does not qualify anyone--not even a native speaker--to make meaningful statements about the language.

Teach the meaning content of the second language as it has developed in the culture where the language is spoken natively.

GUIDES TO FOREIGN LANGUAGE TEACHING

I. What to culture?

A. "From the beginning, man has been a social being and has lived in societies. In so doing, he has developed patterned ways of doing things and talking about them that facilitate the communication and interaction necessary for social living. When these patterned ways of acting, talking, thinking, and feeling become sufficiently uniform in a society and sufficiently different from those of other societies, they constitute a culture."[5]

B. "Culture is the sense in which it is used by most linguists or cultural anthropologists, is the entire complex pattern of behavior and material achievements which are produced, learned, and shared by members of a community."[6]

1. "The very understanding of literary works often depends on the grasp of the cultural environment in which their plots, characters, and themes operate . . . the language and the facts of basic culture presented in a literary work may be typical."[7] Only after we have learned a language can we really appreciate the style of a Cervantes, a Molière, or a Goethe.

2. "Unless we understand the cultural situation in which an utterance is made, we may miss the full implication or meaning."[8] A pattern of language becomes a pattern of culture when what is said and the way in which it is said correspond exactly with what a native speaker would say in a similar situation.

II. Why teach culture?

A. A language is part of the culture of a people, and of all cultural manifestations, none is more central, more generally shared, or more characteristic than language. If a nation is to understand its own place and the place of other nations in world history and in world affairs, it needs to know more about other peoples and other nations. Present-day changes require direct involvement by people of various countries. Language is a fundamental part of a [illegible] not is not only essential to communication, but is also the matrix from which thoughts are formed. Through communication a new condition for appreciating things which make one people different from others may be acquired, and nothing gives an individual a more deeply felt sense of belonging to native culture than the possession of the native tongue.

B. The U.S. visitor abroad should be able to present himself more acceptably to the nation by preparing himself culturally to accept rather than reject a way of life with which he is not familiar, and to learn to use it to his advantage through being able to develop a second pattern of behavior--or a third, fourth, etc.

III. What facts of culture do students need to know?

A. Language is the most essential part of culture.

1. Language patterns, vocabulary, origins and changes which have developed national characteristics, are necessary considerations.

2. Appreciation of the common components of human environment; viz, daily life (family ties, marriage, education, birthdays, occupations, recreation, religion, cuisine); national life (government, history, holidays, vacations, museums, etiquette, sports, military, music, art, dancing); economic life (industry, finance, business); geographic features (climate, land, water, agriculture, commerce, fishing)--is advantageous to residence abroad.

B. Nelson Brooks[9] describes the everyday activities and attitudes of the people as being the true measure of culture. His list includes:

1. What people talk about
2. What people value most
3. Who the heroes are
4. What is taboo
5. What conduct wins general approval and what merits scorn and ridicule
6. What is considered funny
7. What procedures accompany the exchange of goods and services
8. What the important kinship ties are
9. What games are played and what pastimes are enjoyed
10. What the rules of music and dancing are
11. What the important feasts and celebrations are
12. What rites and ceremonies are observed at birth, adolescence, betrothal, marriage, and death
13. What people do to "get even" if they feel that they are injured
14. Who fights, how, and about what

IV. How should culture be taught?

A. Culture may be taught as an end in itself; it may also be taught incidentally when it is encountered in the pursuit of another objective.

1. Since the "culture objective" of the language guide is not a separate entity to be dumped on the table, but rather the seasoning, it is not to be divorced from the teaching language but should be presented as an integrated part of class activities.

2. The teacher might well expose the student indirectly to culture at a time appropriate to the language experience.

B. The function of the foreign language teacher is not so much to talk about the culture as it is to represent the culture. If a teacher can be as nearly like a native as possible and if, in his classroom, he can create the atmosphere of the native culture in every feasible way, he is representing native culture as a way of life.

C. The teacher ought to create in his classroom a situation involving the details of the everyday way of life of the foreign culture.

D. Bulletin boards, dialogs and songs are all suitable ways in which culture may be imparted and absorbed below the level of awareness; i.e., without the student being conscious that he is being forced to learn, and thus the tendency of students to resist learning is minimized.

1. Bulletin boards and exhibits employing authentic cultural materials can be of great value in imparting to the classroom the character of a "cultural island."

2. Dialog is a useful way of teaching culture because it is--or should be--a replica of the way in which people speak to each other in real life. The greater the degree of authenticity in the dialog, and the greater the degree of identification the student can make with the role he assumes, the greater will be his satisfaction and success in learning.

3. Singing adds cultural dimensions of great significance. Since the contribution of songs is essentially cultural, it is important to select songs that are authentic and representative.

V. How may a teacher implement the cultural objectives?

A. Tape recordings of the language as actually spoken in real situations bring authentic verbal materials into the classroom. If, for example, French is the language being studied, a recording of an actual sidewalk cafe conversation might be useful.

B. Movies of people in real-life situations may be useful. Such movies are a source of authentic verbal and visual materials.

C. Contemporary newspapers and journals in the target language should be a good supplement if discriminately introduced and if problems of ordering and distribution can be successfully overcome. Such materials tend to have a special cultural and idiomatic flavor, providing a great deal of the original cultural heritage and a better understanding of the people whose language is being studied. They also afford the occasion to turn from our view of them to their view of us, thus giving the student this new perspective or conception.

D. Role-playing also appeals to students. The assignment of different roles to different students, and the acting out of these roles in classroom discussions, encourages student response by dramatizing the learning situation. Opportunity may be provided for more advanced students to do special research on the cultural roles they enact. The greater the familiarity with the roles, the more effective the expression of culture through the language, and language through culture.

E. The sharing of experiences in another culture may be facilitated by the presence of guest speakers in the classroom who have had first-hand opportunities to become familiar with various of its phases. An excellent source is the American Field Service. More broadly, contacts between teacher-student groups and local representatives of the country whose language is being studied might well be increased.

F. Demonstration classes conducted by language teachers who have had success with particular approaches to the cultural objective, would be helpful to other teachers interested in seeing what can be and is being done--and stimulating to students as well.

G. The departments may also be encouraged to make use of such sources of cultural information as foreign embassies and UNESCO. Correspondence between students and children in the country whose language is being studied is generally highly motivating.

H. Records, films, filmstrips, slides, television and radio may likewise be programmed to advantage in the teaching of culture, and charts, maps, pictures and flashcards should--like blackboards--be standard equipment in the language classroom.

VI CONCLUSION. The primary objective of teaching culture is not just to impart knowledge but to develop a sympathetic understanding and appreciation even when customs and reactions are completely opposed to those typically American. Culture is not just what people do, how they live, and how they dress, but also what and how they think.

CHILD GROWTH AND DEVELOPMENT IN RELATION TO LANGUAGE LEARNING

Teaching a foreign language to children requires not only a fluency in the language and a proficiency in foreign language teaching methods, but also insights into the developmental characteristics of the children being taught. At different levels of development, children possess greater readiness for certain aspects of foreign language learning. Teachers should capitalize on this readiness and use these insights, to ensure more effective learning. The following is a classification of some of these characteristics of the child from age eight to seventeen and the corresponding implications for the foreign language teacher.

(*Note: This list assumes that a child begins second language study at an early age and grade level (FLES). Some of the characteristics noted may begin developing at the age indicated and continue into other stages of maturation. It should be kept in mind that this is a list of general tendencies and may or may not represent the developmental pattern of any one specific student.)

AGE 8

CHARACTERISTICS OF CHILD	IMPLICATIONS FOR TEACHER
The Right-Brain-Old	
Is aware of racial status and nationality; shows interest empathy and insight into other cultures; can project own life interests into those of children of other lands; is delighted with similarities.	Create a "Cultural Island" demonstrating through daily habits of manner and speech the child's world in the foreign culture. Maintain authenticity of patterns.
Learns through concrete situations; is able to plan and present fairly complete dramatic representations; implements to appropriate developing attitudes	Many classroom activities with skits, dialogues, and role-playing.
Expects and asks for praise	Ensure success of each child. Do not put him on his own too soon or isolate needlessly through individual competition.
Is more rapid in responses; listens closely to adult talk.	Provide good models of speech, preferably by several voices.
Is interested in doing many things but does not have sustaining power of nine-year-olds.	Vary each session with several interesting activities. Never use a single technique to exclusion of all others. Singular drills in games, songs, and skits.

Is interested in clothes and in buying new ones; is intrigued by money and buying and selling.	Use this interest for more than teaching a list of articles of clothing store and act it out, for example.
Is spontaneous in competition; enjoys taking turns; insists on fair terms; is beginning to segregate on a sex basis.	Introduce games involving mild competition which will allow success. Employ chain drills. For fair play have a boy choose a girl and a girl choose a boy.
Likes to classify, arrange, and organize; experiences more interplay between school and home.	Choose vocabulary material that can be used at home or school; be sensitive to child's interests.
Enjoys nonsense rhyming; likes to memorize.	Take advantage of this quality by choosing clever material for memorization. Introduce humor.
Is ingenious in making new rules and inventing games.	Allow for creativity and originality by permitting the children to devise some of their own activities.
Likes pictorial magazines and the radio.	Plan stimulating visual materials. Use "broadcasting" device to enliven dialogues.
Learns from mistakes of others, including those of the teacher.	Utilize errors as opportunities to extend learning (often in humorous context.)
Likes to have teacher a part of activities.	Make group responses interesting and fast paced. Join in with students. Occasionally reverse roles of teacher and pupils.
Uses telephones.	Use toy telephone or television sets (available at Home Ec.) for practice.

The Nine-Year-Old

Demonstrates strong self-motivation	Stimulate the development of acceptable and mature motivation. Refrain from "over" challenging.
Likes to do the same thing repeatedly; is intensely realistic; enjoys reading for facts and information.	Devise interesting drills. Relate correctional material to real life more than to fantasy. Introduce more detailed facts concerning foreign customs, geography, etc.
May hate to stand before class; is more competitive as member of group than individual; cannot always recall immediately.	Use judicious "coaching." Don't put student on the spot. Plan group games and recitation.

Works more independently at school; likes adult supervision of group games rather than sharing activity.	Assume friendly but more aloof role. Occasionally plan small-group activities or allow several small groups to plan and practice dialogues independently.
Forms groups on basis of segregated sexes.	Avoid pairing off boys and girls. Allow independence in formation of small group.
Shows more ability to carry a task through to completion.	Require mastery in memorization and presentation of dramatic skits in finished form.
Has mastered most number combinations.	Gear number work to skills already acquired in arithmetic.

The Ten-Year-Old

Has basic skills well in hand.	Plan introduction of reading for those who have had approximately 100 hours of conversational study of language.
Works with speed; has longer attention span.	Require mastery of more material.
Likes mental arithmetic.	Work for real mastery of number terminology and computation.
Has a good sense of co-operation and will abide by group decision.	Foster whole-group feeling through class projects.

The Eleven-Year-Old

Shows unevenness in performance; is easily fatigued; has short attention span.	Provide physical movement through dramatization, the carrying out of oral commands, simple dances and games.
Thrives on competition; is interested in his standing in group; prefers mechanics of math to solution of problems.	Use group participation rather than individual. Treat spelling, math, geography orally.
Is better at rote learning of specifics; likes work related to reality; prefers current to past information.	Employ oral stories, cultural materials, folk stories, spell downs, word problems, and vocabulary games.
Loves to sing.	Sing folk songs and rounds. Play recorded music.

Has enthusiasm for physical activity and sports.	Uses vocabulary units towards sports. Participate in actual sports if possible.
Works for good grades; shows self-satisfaction in doing well; has a certain amount of intellectual curiosity.	Encourage competence and achievement rather than working for grades.

The Twelve-Year-Old

Is more co-operative and dependable; has periods of fatigue in everything he does; dislikes strongly those ending demands.	Limit amount of homework but give extended, individualized work to superior pupils.
Increasingly needs more informational material; is better able to arrange, classify, and generalize; likes to talk; has high initiative; is ready for social studies.	Offer more detailed study of countries speaking languages. Encourage pupils to subscribe to foreign-language newspapers and periodicals designed for this age group.
Enjoys singing in harmony.	Use songs with words with background scenes.
Wants firmness and control.	Stress overlearning and mastery.
Likes things that are funny.	Use simple humor and plays on words. Introduce materials which show the foreign sense of humor. Have students prepare own captions for (to) humorous material.
Exhibits wide range of interests; wants to be self-reliant and often likes to work independently.	Encourage interest in special areas use of library and community resources. Promote activities in foreign language such as radio programs, films, and concerts.

The Thirteen-Year-Old

Studies more independently of contemporary group; often seeks special projects and assignments.	Make extensive materials available for individual study. Need supplementary stories. Make class reporting in the language a common practice.
Has ups and downs, unpredictable moods and behavior.	Be patient and understanding.
Is less willing to recite and perform before others; ambitious; is more quiet and withdrawn; has feelings easily hurt.	Encourage expression in the language. Avoid letting students remain outside the group.

At times becomes crisp and sarcastic in humor; is especially good at sarcasm.	Avoid individual students being hurt by group ridicule; utilize simple folk humor.
Has thought about future career and about marriage.	Discuss family living in the foreign country along with socioeconomic conditions, occupations, opportunities for travel and foreign service.
Is "crazy about" (likes) sports and fads.	Examine typical sports and engage in actual play if possible.
Is interested in creative expression	Study great men of science and medicine of foreign country. Compare modern-day dress with traditional costume.

The Fourteen-Year-Old

Is responsively enthusiastic, energetic, excitable.	Promote group use of conversational material. Present everyday-life situations.
Shows strong feelings toward peer group.	Emphasize boy-girl and other social relationships in foreign land.
Is noisy; enjoys interaction between girls and boys (girls more interested in boys than vice versa, however)	Diversify material, furthering group and individual participation. Use group spirit to motivate improvement in pronunciation, enunciation, intonation, and thought content in conversation. BE CAREFUL IN PHRASE-FIND
Thrives on a variety of programs	Vary methods of presentation, using such activities as planned skits, games, more sophisticated songs, definitions in foreign language, films, cultural tapes, and visits by native speakers.
Shows less interest in broad social studies; has great interest in any material with psychological slant; likes to relate what interests him to his life.	Emphasize oral drill vocabulary, and cultural materials; let students read materials in the language involving strong personal interest.
Has extensive overlapping of his activities; is in danger of over-extending through poor planning.	Use frequent oral quizzes and in beginning classes, few written tests.
Has headaches which may occur when he is unable to adjust to demands of environment; becomes emotionally excited... (This may result in illness or disinterest)	Have most silents disappear when student gets into activity, provide a change of pace or activity.

Often likes to exercise self-expression in public speaking, in dramatics and in giving reports.	Conduct such activities as short extemporaneous skits by groups of three or four on a given subject; have plays prepared outside classroom and oral reports on current events.

The fifteen-year-old

Is often extreme in his attitude toward school; is enthusiastic and whole-hearted or hostile, rebellious, and indifferent.	Provide for individual differences. Capitalize on any spark of interest in the indifferent student.
Displays intense allegiance to peers and to team.	Try game-type learning in audio-lingual situations. Offer short plays to help fulfill team spirit.
Is stimulated by the chance to air his opinion and beliefs in panel discussions.	Conduct short discussions in target language on such subjects as current events and attitudes or showing contrasts and similarities of ideas between the two peoples.
Shows indifference; speaks with soft voice; may seem lazy or tired.	Be aware of retiring students and help them to participate. Encourage projection of voice and personality.
Undergoes the fifteen-year-old SLUMP (a period of psychological discouragement based on confused self-criticism and physical changes).	Recognize this slump as a temporary situation of from four to eight weeks or longer. Make allowances.
In a rising spirit of independence may initiate conflicts between himself and teacher during this "SLUMP" period.	Maintain sense of humor. Recognize attitude of rebellion against authority. Don't take rebellion personally.
Wants to improve ability to study and to concentrate.	Give emphasis to methods of study. Give ample time for completion of projects.

The sixteen-and-seventeen-year olds

Are intent on becoming independent; no longer need to demand liberty and independence; are concerned with school exams; often cover up their true feelings.	Avoid placing them in embarrassing situations. Exercise care in administration of exams.
Are interested in "here and now" and job to be done today; show interest in activities within adult patterns.	Encourage them to attend carefully-selected lectures related to language or country and films. Have them read literature in the language and investigate travel opportunities. (Advanced levels)

begin to enjoy analyzing plays	analyze literature by discussing style, character, and content to develop feeling for language and shades of meaning. (upper levels, esp. level 7 or 8).
are sometimes slow to volunteer; need encouragement and recognition.	arrange individual conferences to assure of expectations.
are interested in how school is run.	study governmental structure and school systems of countries.
are most concerned now with outside activities.	improve language class. Add incentive through displays and assembly programs. Solicit pen pals from the foreign country.
are now interested in getting better grades; frequently are motivated by better achievement by extended goals.	have materials available on educational and occupational opportunities in foreign language field.
are now more self-possessed; display greater self-reliance.	Impart students to pursue individual projects and carry out assignments with less supervision. Encourage them to take initiative in arranging conferences for remedial help.
show greater range of interests	Play and discuss more serious music. Show and discuss art, both ancient and modern. Allow the students to give reports on science and science advancements. Utilize team-teaching and co-ordinate resources with other faculty. Have guest lectures followed by discussions in foreign language. (upper levels)
are more tolerant of world in general; are more interested toward the future.	Discuss differences in cultures. Get to discussions on political, economic, and social problems.
are completing the major growth cycle which began with peer ties and will continue to move gradually toward maturity for another five years.	Adapt materials and procedures to the needs of individuals and to fit the gradual maturation pattern.

FOOTNOTES:

1. Helena Brooks, "The Aural Preparation of Foreign Language Teachers," Modern Language Journal, 30:173-6, February 1946.

2. The material presented in this section has been adapted from the Minnesota Guide, entitled A Guide For Instruction in Modern Foreign Languages, pp. 3-11.

3. J. Wesley Childers, Foreign Language Teaching, pp. 29-43.

4. "FL Progress Notes: A Dozen Facts About Language," FLQ, 70:6-10, March 1959.

5. Robert Lado, Language Teaching: A Scientific Approach, p. 24.

6. Politzer and Staubach, Teaching Spanish: A Linguistic Orientation, p. 127.

7. Ibid.

8. Ibid, p. 126.

9. Helena Brooks, Language and Language Learning, pp. 83-84.

10. "The Pupil: Child Growth and Development in Relation to Foreign Language Teaching," A Guide For Foreign Languages, pp. 23-35.

CHAPTER III

METHODS OF INSTRUCTION

Introduction

Although there are many "methods" of teaching foreign languages, this chapter treats methodology from the audio-visual-lingual approach. Emphasis has been given to procedures that should be employed in developing the basic skills of language. Methodology in foreign language teaching is related to (1) the objectives of instruction, (2) the materials of instruction, and (3) the psychological principles of learning employed in the teaching act. An additional aide to the teacher, entitled as the "Visual Adjunct," "Daily Lesson Plans" and "Integrating Foreign Language with Other Areas of the Curriculum" have been included. The "Flow Chart" of instruction has been included in this chapter to help the teacher visualize the total foreign language teaching procedure.

THE BASIC SKILLS

LISTENING

I. Introduction

The primary objectives of a modern foreign language program must be the development of the skills of communication - listening, speaking, reading and writing. The goal of language teachers should be to equip their students to be participants in the give and take of a conversation in an exchange with one or several persons, in communicating. Nelson Brooks says, "Like partners on the dance floor, speaker and hearer are directly related in a way that makes the reactions of each dependent upon those of the other... The ear is the key organ in all speech; it not only permits the individual to hear what is said but also controls what he says when he acts as a speaker... Although language sounds originate in the voice box of the throat and are modulated into recognizable speech by movements in the mouth, it is the ear that dominates the learning and use of speech sounds."

II. Hearing vs. Listening

The reception of sounds by the ear may represent a physical process (H e a r i n g) or a mental function (L i s t e n i n g). Listening to a sound and comprehending its meaning is a primary skill, which, like all other skill, must be systematically developed. Since listening is a dormant skill with most students by the time they begin second language learning, the language teacher must work expertly to reactivate the listening habit. Students must be trained to listen for three purposes: They listen first to discriminate among sounds, then to comprehend the meaning of the spoken word, and finally to reproduce the language.

III. Implications for Listening Activities (By Level)

Level I: In the first year of language learning, students should hear all new materials first. Non-verbal cues, such as gestures, dramatizations, pictures, and other visual media, should, where feasible, accompany the presentation. Students should listen to many repetitions of the same thing. They should hear as many recombinations of the vocabulary and structures they are working with as many voices as possible. Tapes and discs supply a good variety of speakers. It is undoubtedly advisable at regular intervals to present some newly recombined material designed especially for listening comprehension practice.

Correct pronunciation at normal speed and grammatical accuracy should be set up as requirements for even limited success in any foreign language course. Listening and speaking are so closely interrelated, they develop together, almost simultaneously.

Nelson Brooks also stresses that "ground rules" be clearly established at the outset to help students benefit most from the audio aspects of the course. The teacher should explain the manner in which the second language will be learned, and the student should know what he is expected to do and not to do and why.

In the beginning, the foreign language class is a drill session in which books are not used. The classroom is filled with the sounds of the new language, modeled by the teacher and repeated by the students. The model must be concise and accurate. Since listening comprehension and speaking naturally precede reading and writing, spoken language is taught in dialog-form, presented first to the ear.

The ear must at first guide the eye. For some time at the beginning of the course everything that is presented to the students is presented as speech. They listen to correct, authentic speech, imitate it, and are corrected when they make mistakes. They reproduce it orally in as polished a form as possible. By memorizing speech patterns and then manipulating them, they begin to see how some of the elements of the language work. Non-verbal cues can be valuable aids here in establishing language habits.

Students have a good audio-lingual foundation when they are able to understand the language as spoken by a native speaker at normal speed with whatever contractions, linking, and the like, that he makes naturally. The vocabulary and structure depend on the teacher and the materials that are used, though the total content does not need to be extensive. Whatever the content is, students should hear it all many times and be made aware of important sound contrasts. Listening exercises should be designed to familiarize students with the sounds, rhythm, structures, and intonation patterns of the language. The teacher should not distort the sentence flow (intonation) by slowing down or over-emphasizing or concentrating a given sound (or sound sequence). Sounds are taught not in isolated form but in meaningful content.

The listening-speaking relationship should move gradually in the language from teacher - class to teacher - student and then to student - student.

Level II: In the second year, basic material used to provide vocabulary and structure still ought to be presented orally. Listening and speaking must still continue to play an important part in every class. The students should listen to as much recombined material as possible for slightly longer periods. Experiencing different voices on tapes and discs is even more important at this stage. Listening comprehension should be practiced as such and tested periodically.

It is of utmost importance that progress in listening and speaking be planned and maintained throughout the entire program. Even though the reading and writing skills are somewhat established, listening and speaking must not become less important. In many schools which claim to have an audio -lingual program, listening and speaking skills cease to be central well before the end of the second year. This should not be. Two years, or even less, is not enough to learn to understand and speak a foreign language.

Level III: The basic material of a lesson or unit will likely be too long for oral presentation by the third level, but it is still worthwhile to have parts of it on tapes or discs for repeated listening practice. By this time the teacher might occasionally present, in addition to recombinations of familiar material, something new for

a few minutes of listening practice. Introducing additional voices of native speakers would also be advantageous.

Upper levels: In the fourth and following years special practice periods of listening comprehension provide longer stretches of natural speech, much of it unrelated to the work in progress. These longer stretches should be presented in the styles used by native speakers in a variety of situations.
Most important, such periods ought to occur often, probably every day.

Mary Thompson[2] feels of all the skills, listening comprehension is the one that has been most taken for granted. It is true that more language is being heard in language classrooms today but not really enough to raise the level of listening comprehension. The real test of listening comprehension comes when one hears a different voice or voices talking about some thing unexpected. This last kind of exercise needs to be included regularly at every level. Tests of listening comprehension should be included in every student's achievement record every year.

In the upper levels more freedom is allowed, but there are still controls with respect to content. The student then can concentrate on style and form as he expresses himself. Along with conversation based on reading, upper-level students need to be provided with some examples of natural, authentic, informal spoken language which may serve as a basis for talk. They should become increasingly aware of the many differences between the spoken and written language, both in recognition and production.

IV. Conclusion
Student must be exposed to consistent, planned practice regularly throughout the program to proceed from the stage of mere manipulation to that of authentic oral communication. Listening and speaking remain the primary skills. They must be continuously maintained and developed.

SPEAKING

"The ultimate goal with respect to speaking, is that the student will be able to say what he wants within the limits of the language experience, either as sustained talk or as a participant in the give and take of a conversation. This is really communication and it is best achieved as the result of a series of oral activities which are tightly controlled at first and become more and more free as the course proceeds."[3]

In the first level, most oral production should be imitation, repetition, and manipulation. This can be done as a class choraily, in small groups, and individually, with emphasis on correct speech habits and structural accuracy rather than on free expression of ideas. Immediate correction and repetition are indispensable measures. Students should not be allowed to "invent" language, which is what they do when they try to express before they have the necessary control. Such exercises as directed dialog and guided rejoinders provide as much freedom as is advisable at this stage.

In the second level, students should continue imitating,repeating, and manipulating structure. Questions which test reading comprehension are another source of oral production. At this point it is appropriate to reduce some of the controls on conversation. More complicated dialogs, several exchanges in response to a statement calling for a rejoinder, and development of a short conversation after being given a brief outline of a possible situation are short but guided steps toward free communication.

In the third level, conversation about reading, and questions for comprehension can provide some opportunity for the expression of individual ideas within a familiar framework. It is necessary to provide special exercises aimed at free communication. Summaries, discussions of characters, explanations of events based on the reading material may be used for the sustained talk.

In the fourth level, few controls should be necessary. Talk based on reading should include discussions among members of the class. Certain kinds of questions or topics need to be suggested to elicit this kind of speech production. In addition, students need to be provided with examples of natural, authentic, informal spoken language which may serve as a basis for talks.

It cannot be assumed that students will somehow automatically reach the desired level of communication without consistent planned practice throughout the program. Listening and speaking are the primary skills, and they must be maintained, developed, and tested as such.

READING

The ability to read the foreign language with comprehension and enjoyment and without recourse to translation into English is the aim of teaching reading as a communication skill. It may be undertaken for information, for study, for pleasure, and for appreciation. In all cases, the reading should provide satisfaction to the learner. It should therefore be properly graded by level and taught so that a sufficient amount of facility in reading comprehension is achieved. Foreign language teachers agree generally that these ideals can be reached through careful planning in various reading phases.

Reading Phases -- Reading experience progresses through (1) the pre-reading phase, (2) the intensive reading phase, (3) the extensive reading phase, and (4) the liberated reading phase.

Level I

1. Pre-reading is the preparation phase in which the student is readied for the interference problems he will encounter.

   a. In the elementary school the pupil practices hearing and speaking exclusively for a prolonged period--one to three years before he starts the transition to reading. That he sees only the expressions he has mastered audio-lingually is very important. Preparatory steps for initial reading experiences for the pupils include the following:

      1) Review dialogs orally before reading them.
      2) Follow the printed text while the teacher or a voice on the tape reads it aloud.
      3) Repeat phrases aloud which are read by the teacher or a voice on tape.
      4) Read the selection aloud in small groups or individually.
      5) Show reading ability by reading numbered portions of a dialog or reading selection requested at random (sequence is avoided).
      6) Learn the alphabet and refer to sounds by using the alphabet of the target language.
      7) Practice sound-letter correspondences until mastery is achieved--review periodically.
      8) Pay attention to the interference problems caused by the tendency to respond to Roman letters as if they represented English sounds.
      9) Find out what letters or letter combinations (if any) are consistently pronounced in the same way and what ones are pronounced in more than one way.
      10) Learn the diacritical marks necessary.
      11) Determine how words are divided into syllables and which syllable is stressed.
      12) Check whether letters are pronounced differently when stressed or unstressed.

13) Know when letters are not pronounced at all.
14) Find out what sounds appear or disappear as words or syllables come together.
15) Be guided by punctuation as to correct intonation.

These are indicative of the many preparatory activities in the preceding phase. Many more are suggested in the Course of Study Framework. See the teaching manuals accompanying the various elementary textbook series.[2]

b. In the secondary schools the student practices hearing and speaking exclusively for a much shorter period--approximately eight weeks in junior high school to six or even four in the high school,[3] depending on the maturation of the student and ingenuity of the teachers. Therefore the student covers the reading readiness activities listed for the elementary school pupil in much less time. While continuing the audio-lingual activities, more and more of the lessons will be read and reread. Gradually the reading experience will become almost simultaneous with the audio-lingual experience. Right after audio-lingual practice the student will read the material. Usually in the second semester the student achieves this simultaneity.

c. In college the student has almost immediate visual access to the printed form of the lessons he is studying. Most instructors try to give the student as much audio-lingual practice as possible before letting him see the material, but in the usual situation the delay is only one class or lab period. The motivated college student is able to study and concentrate on the reading readiness activities on his own.

Levels II and III

2. Intensive reading is the teacher-controlled phase in which the student is coached through a series of steps which become progressively more difficult. The student's command of vocabulary, idiomatic expressions, and structure are increased through controlled practice. In conducting the intensive reading lesson of a given course, the following considerations are suggested.

a. Motivation

1) Based on student experience and interest.
2) Based on content of the preceding lesson.

b. Aims

1) Substantive (content): to understand the meaning of the reading selection.
2) Linguistic: to learn specified vocabulary, structures and idioms for either passive or active mastery, as planned by the teacher.
3) Functional: to acquire fluency in silent reading and expression in oral reading.

4) Stylistic: to recognize and appreciate devices and nuances of style.
5) Cultural: to acquire cultural data, insights, and appreciation.

c. Removal of Difficulties

1) Explanation of new vocabulary (conducted as much as possible in the foreign language).

a) synonyms, antonyms, negatives.
b) word formation (derivation of words from other parts of speech).
c) word analysis (stems, prefixes, suffixes).
d) definition.
e) chalk drawings or gestures.

2) Explanation of new structures and idioms.

a) simple paraphrase.
b) analogy to structure or idiom previously learned.
c) inference from context.
d) "exact" translation" (if necessary).

d. Reading

1) Orally by the teacher, with students' books closed.
2) Orally by the teacher with pupils following the text.
3) Orally, first by the teacher, then by pupils in choral repetition.
4) Silently by the pupils. (The silent reading might be followed by pupils' oral reading, individually or in rules.)
5) Student vocally alone.

e. Development and Testing Oral or Written.

1) Questions and answers in the foreign language.

a) In English, only if necessary.
b) Very "yes-no" questions with complete sentence or "choice" questions.
c) With difficult material, use "cued" responses.

2) Brief summaries in the foreign language (in English if necessary).
3) True-False exercises.
4) Multiple-choice exercises.
5) Completion exercises.
6) Further word study.
7) Explanation of cultural allusions.
8) Literary appreciation.

f. Final Summary in the Foreign Language.

1) Collective summary given by several students and cued by the teacher.
2) Summary guided by key words written on the board.
3) Round of questions and answers, one pupil calling on the next--"chain reaction".
4) A summary by dramatization, if suitable.
5) Dictation of a summary based on the passage.

g. Assignment (Differentiate to provide for individual differences.)

1) Rereading the passage.
2) Writing answers to selected questions in the foreign language.
3) Writing a summary in the foreign language.
4) Learning new vocabulary (using words in original sentences).
5) Constructing additional questions based on the passage.

Levels I, II, III, and IV

3. Extensive reading is essentially the practice or broadening phase, as first in levels (one), two, and three it supplements the intensive reading activity of the foreign language classroom. It evolves from this broadening reading experience to the eventual liberated reading phase which characterizes achievement of the reading-as-communication goal.

Language teachers agree that all aspects of language learning must be practiced. This is, of course, true of reading. Extensive reading is planned to include reading at a particular grade[3] of difficulty until the student can read rapidly with immediate comprehension at the rate of about a page per minute, or approximately 250 words. Specially contrived books enable the student to actually read rather than decode the printed page. The publishers of these readers label them successively grade one or preferably during the first part of level two of language learning. This practice reading is done outside of class and supplements the regular lesson.

As the student progresses from level to level the control exercised by the teacher relaxes, and the extensive reading of the student increases until liberated reading is attained.

During levels two and three the student progresses from the first reading "grade" to the third or fourth reading "grade", reading extensively in each grade until the prescribed rate is achieved or the student reads comfortably. This reading is done outside of class and is controlled and evaluated by the teacher. Some suggested ways of checking are:

a. True-false tests
b. Yes resume cards (in English or in target language)
c. Completion tests
d. Short discussion with the teacher
e. Periodic standardized reading tests to check progress (two or three times a year)

During level four the student reads more both in and out of class and the extensive and intensive reading experiences tend to merge. The teacher begins to lecture on topics requiring student reading, and he involves the student in deeper discussions about reading material. The reading outside of class is an extension of the reading in class--however the supplementary reading, or extensive reading, requires quantity reading at prescribed "grades", e. g., grades 3--and teacher-selected intermediate books.

Near the end of level four liberated reading may begin.

Some publishers[6] have started to produce special readers to allow for this extensive easy reading practice in each level. The reading program can be set up by :

1. Obtaining the graded readers--elementary, intermediate, and advanced--available in the language.
2. Arranging them according to vocabulary, structure, and content into six grades or levels of difficulty.
3. Explaining to the student that reading is not decoding.
4. Advising students to start reading books on the difficulty level at which they are comfortable or at which they are able to read one page per minute.
5. Purchasing three to five readers separately of each "grade" from many publishers so that about seven to ten selections are available in each "grade."
6. Watching for the new reading programs and sharing ideas and experiences professionally.

6. Liberated reading is the reading phase which allows the student to read anything of moderate difficulty in the library which is hopefully well stocked. At this stage a planned literature course may be offered, using the bibliographies and suggestions of the Advanced Placement Program in foreign languages. At this stage a planned course in science or social studies may be offered in the foreign language.

WRITING

Writing is to language what a portrait is to a living person. All languages were spoken long before they were written, and some have never been written down. Writing is essentially "talk on paper," a representation of sound. Just as one can learn to understand without learning to speak, so one can learn to read without learning to write. While we are committed to do everything possible to give the student control of all four language skills, we necessarily recognize that the extent to which he will speak and write will be considerably less than the extent to which he will listen and read.

Writing is the most difficult of the basic skills because it involves sophisticated coordination as well as the mechanical skills of penmanship, spelling, punctuation, sentence structure, and paragraph structure. The task of preparing students to learn to write a foreign language varies according to what the student knows from his native language writing. Being sufficiently prepared involves knowing the symbols that will represent the utterances he has in mind, and how to put them down. Since writing follows or accompanies reading, it will transfer to writing so that a step-by-step presentation is unnecessary.

A very good way to provide extensive early writing practice is to have the students copy large amounts that they have read. Other appropriate writing exercises are those which require the student to rewrite a paragraph in a different person or tense, to change a description of a scene in winter to summer, or to change some element in a dialog. A more advanced practice is to put down utterances in script without a written text as a model. This requires that the association between language units and script be recalled, not merely recognized.

Writing should be based on what is known and should be a logical outcome of experience in listening, speaking, and reading. No matter how limited the material may be, the student derives a definite satisfaction from writing the simplest sentence that he himself has conceived in relation to a situation. It thereby becomes a creative and original experience for him. Hence, written work which has its function in translation, dictation, vocabulary building, and grammar instruction, may in itself be made a distinctly pleasurable experience for the student.

There are two final points to be made about writing. One very obvious but is often disregarded. All writing exercises should be corrected promptly by the teacher or, better still, by the student under the teacher's direction. The student needs to have his mistakes pointed out to him as soon as possible after he has made them, and he benefits most from correcting them himself. It is probably better to give fewer writing assignments and go over them carefully than to assign many and give them only a cursory glance. The student does not improve his skill if his work is not corrected.

I. Introduction

A recent development in language-teaching methodology which takes into consideration the importance of the eye in the learning process adds a new dimension to the well-known audio-lingual method. Termed the audio-lingual-visual method (A-L-M), this program exposes the students to scenes of contemporary life while they listen to the conversations of current speech in the foreign country. Through visual stimuli, students "live" the language in an authentic environment. The A-L-M relies fundamentally upon film strip visuals as cues to comprehension and construction of dialogs and structure drills. With the addition of visual cues, learning tends to be more complete.

There are programs answer a problem which traditional programs cannot solve: "the initial need for a certain imagery in the eye and sequence of sound in the ear before a language can be learned well."[6] Students learn through "shared experience with real people, places, and situations--a re-creation of the environment in which language is made."[7]

II. Statements From Recognized Leaders in the FL Field

In his presentation to the NL section of the North Dakota Education Association, ELTON HOCKING, U.S.A. Audio-Visual Consultant, commented pertinently on this new development in language instruction as follows:

"Why should pictures and sound form the basis of the learning process? Simply because we now need to teach language as oral communication, primarily and not as silent reading. Our students must learn a FL as oral communication, which means person-to-person. They see each other; they react to each other. But they don't read out of a book to each other. Book study is a good method for learning to read a book, but speaking and understanding require oral practice in conversational situations. The pictures provide the situations, and the tape or movie sound track provides the oral model. Language is one of the performing arts, and we can learn it only by performing.

Like a drama, language is a matter of situations, and not mere words. We react to what we see as less than what we hear. If you see a bottle of soup is starting to boil over, you don't say: 'Madame, I notice that the soup is boiling over, so I suggest that you remove it.' No, you shout, 'get it!' Or better still, you jump up and do it yourself.

"Obviously, situations involve the visual element in addition to sound. Tapes and discs are not enough, for a disembodied voice does not provide normal communication. Audio-visual materials will gradually supplant mere recordings.

"Another advantage to pictorial materials is the cultural one. I mean, typical conversational situations in a foreign country. . . the normal, daily life of another people. . .The language is the <u>full cultural context</u>. . . provides the integrated experience which makes the

learning process meaningful and memorable.

"When our European colleagues . . .visit our country they are struck by the fact that we are just beginning to use integrated classes. Also they distrust our heavy reliance on highly-structured pattern drills. Now I think it is true that we have overemphasized class drill at the expense of meaning and interest. The remedy is not to go back to grammar-translation but to go forward with audio-visual experience and performance, avoiding translation. Audio-visual learning is the next best thing to going abroad.

". . .We have a wealth of resources, especially in French and Spanish. . . We should be our utmost to get them for our students"[8]

[illegible] also stated recently:
"Far better than some of our familiar audio-lingual program series prepared by various publishers are those now known as audio-lingual-visual."[9]

According to JOHN V. OLLER, foreign language consultant to the Fresno, California United School District and developer of one such ALV program, when a student learning a FL can react automatically, both aurally and orally, to a situation which he identifies with his own experience, he knows the language in that situation.

He also says, "The proper procedure is to immerse the student in the world in which the language is spoken, a world inhabited by people he knows and cares about. This sharing of everyday experience with the people of a foreign tongue creates the climate of sympathy necessary and establishes the motivation for the teaching of the language and the desire of the student to communicate with the people who speak it, rather than merely considering the language a mental exercise or a requirement for college."[10]

III. Summary of Existing Programs

Audio-lingual-visual programs are still in the developmental and experimental stages. Initial cost is prohibitive for public school use, but these materials will undoubtedly become more readily available in the future.

The best-known existing programs are the Encyclopedia Britannica Films Program, "El Español Por El Mundo" is a visual-audio-lingual course composed of co-ordinated sound color films, color filmstrips, audio tapes and text materials. This new system, a refinement of a system developed by John V. Oller and further developed by American scholars and educational materials experts in collaboration with Mexico's Department of Education, was tested in the California schools and introduced.

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[8]Wilga Rivers is Professor of Education and Director of the Department of Methods of Instruction in Modern Languages at the U. of Minnesota, co-editor of the [illegible] News Bulletin, and Advisory Consultant on Modern Language Instruction for the U.S. Office of Education.

in 1963 in Washington, D.C.

The first level of the course, "La Familia Fernandez" (The Family Fernandez") has gained wide-spread attention. It is designed for beginning students at the junior-senior high school and college levels and tells the story of a middle-class family living in the Mexican capital. A Mexican cast of twenty-seven, including several well-known actors, appears in "La Familia Fernandez". The films, filmstrips, and tapes were produced in Mexico City and are graphic presentations of life and conversation in Spanish-speaking countries.

The first-level course consists of fifty-four (54) filmed lessons, two audio tapes per lesson for drill and testing, fifty-four filmstrips, illustrated cue sheets, and a teacher's manual containing lessons, dialogs, and teaching suggestions. The lessons are learned orally before the student begins to read and write.

From the very first, students see and hear the language spoken by families of natives. Filmstrips match the film lessons. What has been seen and heard in the film is reinforced and reviewed at a slower pace. Drill tapes let the student experience conversational flow based on visual images he knows from films and filmstrips. Seven types of drills spoken by many different voices review each film lesson. Test tapes are also available.

Student-texts are of two types--one for reading and writing duplicates of the lesson-by-lesson dialogs of the films and drill tapes. The second text is visually cued and numbered for speech and grammar study to the phrases or sentences used in the first text."[10]

In 1963 Encyclopedia Britannica Films also brought out the pioneering film-tape-text French course, "Je Parle Francais."

B. The Courses produced by Chalton Books, Education Division, use scenes from everyday life projected from a filmstrip. The language is spoken through visual cues from the beginning. The program began as a project suggested to the French Government in 1951 by the United Nations and was first developed in Saint-Cloud, France.

"The usual class period begins with a filmstrip. The scenes projected on the screen deal with typical situations relating to modern life. Accompanying the pictures is a tape-recorded dialog spoken by native Germans at their normal rate of speed. After the picture sequence has been shown the teacher explains their meaning using gestures and drawings. The recording is reviewed and repeated by the students for pronunciation. The tape is then shut off, and the students, watching the screen, repeat the dialog sentences from memory."[11]

The program is flexible and adaptable to each classroom situation and results in good student-involvement and lively and interesting classes. Each level of the course has twenty-five units. Filmstrips, tapes, the

script, picture books, student records, and student workbooks are employed in each lesson. A teaching guide is also provided. Materials are handled in four phases: (1) Presentation, (2) Explanation, (3) Repetition, and (4) Transposition (transposing the new expressions from the situations in which they were learned to a variety of new situations)."[13]

C. McGraw-Hill Inc. also has a visually-oriented system, available under the titles, Learning French the Modern Way and Learning Spanish the Modern Way.

VI. Does the Method Produce Results?

One teacher who used the Chilton materials with junior high students in Honolulu, Hawaii, Mrs. Joan Mesia, commented recently in comparing the current year to the previous one. She said, "The students are the same quality, and I'm the same, really, but these boys have made much greater strides. It must be the method."[14]

In a 1963-64 study, Dr. James Dale Miller examines, compares and evaluates the language learning consequences of two contemporary methodologies in the teaching of French at the seventh-grade level. One method was the well-known audio-lingual approach, the other the audio-lingual-visual method.

Dr. Miller says, "In basic philosophy and general methodology the two have much in common...There is a single fundamental difference--the ALM uses no visuals while the ALVM relies fundamentally upon filmstrips visuals as cues to comprehension and memorization of all dialogs and structure drills used in the beginning and intermediate phases of the course. It is upon this difference--the reliance upon visuals in the audio-lingual-visual method that this study has made its investigation."

The findings of the study indicate "the French audio-lingual-visual materials did produce proficiency results in this study superior to those obtained in an ALM French course as measured by the MLA Co-operative French test in the two skills of listening comprehension and reading."

Dr. Miller concludes that the audio-lingual-visual method does result in more effective language learning than do methods where no visuals are used. He states, "The visual advantage appears to be most marked in the skill of listening comprehension."[15]

SUGGESTIONS FOR DAILY LESSON PLANS

The effective teacher in any class situation has immediate and long-range goals for which he studies and plans. Assuming he possesses enthusiasm and other desirable attitudes, his ultimate success is based on a personal library of methods achieved through observation, research, and experience, as well as periodic self-evaluation.

This section has been included in the Foreign Language Guide to assist both the beginning and the experienced teacher.

I. POINTS TO CONSIDER

A. National objectives

B. State objectives

C. MLA objectives

D. Text objectives

E. Pace of activities

F. Individual differences

G. Boredom

H. Cultural inserts

I. Use of native speakers

J. Use of persons who have visited given country

K. Testing and evaluation techniques

L. Type of assignments

M. Classroom decor

N. Instruction techniques

O. Class level (I, II, III, IV)

P. Seating arrangement

II. DO'S

A. Maintain lively pace.

B. Include three to four activities daily.

C. Vary approach

D. Periodically change classroom decor.

E. Use appropriate visual aids.

F. Actively involve all students.

G. Have well-defined long-range and daily goals.

H. Invite natives as guest speakers.

I. Indicate that you love the language you teach.

J. Try to relate other subject areas to your own.

K. Encourage departmental and district meetings for exchange of ideas and articulation purposes.

L. Make plans for improving your language competency and carry them out.

M. Request necessary supplies and equipment.

N. Teach vocabulary in context.

O. Avoid literal translation.

III. DON'TS [17]

A. Don't teach too much at once.

B. Don't use English to communicate with students during the class.

C. Don't permit the students to make comments and ask questions in English during class.

D. Don't teach single vocabulary words in lists or with pictures.

E. Don't let concern for vocabulary hinder the learning of structure.

F. Don't neglect intonation patterns when teaching pronunciation .

G. Don't neglect any one of the four linguistic skills.

H. Don't neglect the teaching of culture.

I. Don't attempt teaching the appreciation of literature before the learner has finished the basic course.

J. Don't deprive the students of hearing frequently the language spoken at normal speed by native speakers through the use of tapes.

AUDIO-LINGUAL -- LEVEL I

UNIT	HOW	MINUTES
WARM-UP: Greetings, news, weather, dates, time, congratulations	Teacher oriented. question-answer, chain questioning	5
NEW DIALOG	Teacher models or uses tapes. Students listen. Teacher uses films, filmstrips, charts, puppets, flashcards, props and other visual aids.	10
REPETITION OF DIALOG	Students repeat after teacher, individually, in groups, with help of tapes.	10
REVIEW AND PERSONALIZATION OF PREVIOUS DIALOGS	Enactment by students, response drills, directed dialog, dialog adaptation	10
GRAMMAR DRILLS	Structure drills in context; replacement of pronouns, verbs; substitution of subjects, objects, adjectives, verbs.	10
RE-ENTRY OF NEW DIALOG	Students listen and repeat. OR	5
QUIZZING IN ENGLISH OF WORDS AND PHRASES	Students ask questions on day's work.	5

On succeeding days the basic first-day format will be followed until the unit is completed. The daily plan will naturally vary according to the text used. However, a competent teacher using audio-visual methods will include the following activities during each class period:

Warm-up
New material
Personalization of previous dialogs
Review of preceding lessons

The order of these activities and the use of others to add variety and interest to the classwork should be left to the discretion of the teacher.

For further information consult teacher's manuals of the following courses: Harcourt-Brace & World, AL-M (especially for levels III and IV), Chilton, Encyclopedia Britannica, McGraw-Hill courses, and various district and state guides.

For a planned year (detailed to 1/2 minutes) see August 1961 Spanish By Sight and Sound, Stockton Unified School District.

TRADITIONAL TEXT

It is assumed that regardless of which traditional text (other than audio-lingual) is used each lesson contains a dialogue or reading material followed by a vocabulary list, questions on the reading, written grammar exercises, summary of grammar, and composition. The following plan suggests ways traditional text material can be adapted to approach the audio-lingual method.

UNIT	NEW	MINUTES
WARM-UP: Greetings, news weather, dates, time, congratulations	Teacher oriented. question-answer chain questioning	5
DIALOGUE or READING MATERIAL	1. Teacher models (reads) aloud. Students listen, books closed. 2. Teacher models second time. Students listen and follow text. 3. Teacher models phrases or sentences. Students repeat individually or in group. 4. Teacher ensures complete understanding without use of English (gestures, demonstrations, drawings). 5. Teacher assigns material for memorization.	20
ORAL EXERCISES	Teacher chooses and adapts exercises for oral practice.	10
WRITTEN EXERCISES	Teacher supervises writing.	10
QUESTIONS IN ENGLISH ON DIALOGUE OR READ. MATERIAL	Students ask questions on day's work	5

On succeeding days the basic first-day format will be followed with substitution of other material in the unit such as follow-up on the memorization, and questions on content of reading material.

INTEGRATING FOREIGN LANGUAGE WITH OTHER AREAS OF THE CURRICULUM

I. Introduction

There is an old Czech saying to the effect that one is as many times a human being as the number of languages he speaks. Since language is the most distinctive aspect of man's human heritage and one most closely linked to his culture and civilization in all their varied manifestations, the study of language can correctly be undertaken without closely relating it to other areas of study.

This is especially true in the elementary school where the child is still in the process of exploring his whole environment. The FLES teacher must then, in accord with the basic principles and philosophies of elementary education, integrate the foreign language with other areas of the curriculum. INTEGRATION is teaching other subject matter in the foreign language or exploring areas in English in relation to the foreign culture.

FLES must be followed up effectively. If students begin foreign language study early, most of them will be capable of studying other subjects in the foreign language by the time they reach high school. In the expanding and existing curricula of today, INTEGRATION represents a solution to the student dilemma of how to fit foreign language into a busy schedule. This program seems almost a necessity to keep students in language study and to articulate language studies.

After many levels of language training, the student has gained the necessary language confidence, vocabulary, and fluency plus a solid basis of structural concepts. As his work at the advanced levels becomes more and more specialized, the student must bring into perspective the relationship of the target language and the other subject areas of the curriculum. There is no reason why he cannot then branch out to study other subjects in the language.

Ideally, cooperative efforts with other interested teachers will allow close integration. This will also enable teachers who have specialized in other areas and yet are fluent in a foreign language to utilize both areas. Of course, motivation must be high if this program is to succeed. This type of study should be elective and progression unforced. Since most such programs are still in the formative stages, experimentation must serve as the guide for further integration activities.

Students must be prepared in vocabulary and attitude in earlier levels. Handling subject matter in this manner leads students to independent exploration and real thinking experiences. Since they are equipped with two symbols for each concept, new horizons of thought and thought control are opened to them.

II. Recommendations for Integrating Elementary and Secondary Curricula

A. Elementary:

At the outset the FLES teacher will rely upon concepts already familiar to the child and will concentrate upon providing a new mode of expression for them. New concepts will, of course, come to the child through the medium of the new language but no attempt will be made, for example, to work with numbers and number processes with third-grade children for which their regular arithmetic work had not prepared them.

Integration should be a two-way process. Materials and topics will be selected with the idea of enhancing the language teaching as well as the related subject areas. For example, when a child brings a science collection to school, good opportunity is provided for language practice. Little value is found if only a list of rather highly specialized nouns results. Much more can be gained in putting language to active use by having the children devise a dialogue or conversation.

Suggested activities for correlation of language with other subjects in the elementary school follow:

1. Arithmetic

   a. Rote and concrete counting
   b. Calculations within the limits of known arithmetical concepts, both oral and written.
   c. Number games
   d. Counting rhymes
   e. Counting in the foreign language with usual games (such as jump rope)

2. Music and Rhythms

   a. Songs with simple melodies
   b. Easy descants and simple part singing
   c. Use of bells and rhythm instruments
   d. Clapping and other rhythmic body motions in songs and games.
   e. Rhymes with ball bouncing or rhythmic gestures.
   f. Marches and dances
   g. Presentation of musical masterpieces with simple narrative introduced to upper grades.
   h. Short biographical selections on musicians at reading level.

3. Art

   a. Use of classroom art productions and displays as conversational material.
   b. Use of masterpieces of target culture as illustration of dialogue content or cultural readings

4. Social Studies

a. Map terminology and orientation (directions, right and left, source)
b. Increasing comprehension of geographical classification (country, city, continent)
c. Use of maps and globes.
d. Relation of content to climatic and topographical regions studied (seashore, mountains, desert). Extension of classroom units on communication, transportation into the some aspects of foreign culture.
e. Judicious selection of films in cooperation with other teachers.
f. Detailed emphasis on way of life of people of the foreign culture.
g. Poems, songs, and stories related to heroes and heroic events of history.
h. Reading selections chosen for cultural, historical, and geographical content.

5. Science

a. Use objects and collections brought by children in conversational activities.
b. Correlation of vocabulary and idioms about weather study and weather charts.
c. Reference to heavenly bodies and their interrelation.
d. Content concerning utilization of practical products of science in the foreign country (i.e. airplanes, telephones).

B. Secondary

In the junior and senior high schools the mental concepts of most subject areas have been or are being developed. Therefore, much of the student's learning may be deepened through the use of the foreign language. Materials in other subject areas may be closely related to the target language either through a unit of study wherein the special vocabulary is developed and used in the classroom or may be given as cultural enrichment for the student in the native tongue. For example, the music teacher might time the German class for a unit of study in Wagner's operas; the domestic science teacher might do a unit in food preparation using Spanish and Mexican recipes; the science teacher might present a unit on Russian scientists; the history teacher might be called upon to discuss the politics of the countries in which the foreign language is spoken.

1. Topics related to art

a. History of art

(1) Primitive art

(a) Cave paintings and engravings
(b) Cliff paintings and engravings

(2) Ancient through modern art
(a) Classical, including household articles and jewelry
(b) Romantic, including objects d'art
(c) Baroque, including architecture and jewelry
(d) Modern, all forms

(3) Biographies of artists in all media

b. Design in form

(1) Historical weapons (ie. spears and swords, long bows, crossbows, guns)
(2) Historical armor, its construction and design, as well as decoration

c. Design in costume

(1) Historical study of dress, daily and festival
(2) Modern dress, creative design and adaptation of historic costumes

d. Religious art, including manuscripts and the making of books as well as architecture and painting.

e. Commercial art

(1) Early maps and charts
(2) Advertisements
(3) Traffic signs in the foreign language

f. Topics related to housekeeping

a. The home

(1) Utilizing speech patterns in foreign language concerning the house and its furnishings and decoration
(2) Food preparation, recipes, habits and customs concerning meals

b. Cultural mores

(1) In the home

(a) Family honor
(b) Relationships between generations
(c) Dominance in the home
(d) Manners
(e) Child care

(2) In the community

e. Dress and Fashion

(1) National dress and the importance given to fashion
(2) Grooming

(a) Similarity between cultures
(b) Contrast between cultures

1. Religious Customs (e.g. head covering, dress)
2. Social dress
3. Dress for festive or special occasions

(3) Sewing, handwork and clothing production

3. Topics related to industrial arts

a. Cultural curve

(1) Handing down of family trades and techniques
(2) Apprenticeships and preservation of skills and crafts
(3) Occupations and use of man-power and machine-power

b. Industrial products of the foreign country which are sold and used in the United States

4. Topics related to the language arts

a. Seeking to assess the beauty of expression in the original and in translation to appreciate the notable works of the target language

b. Study of the influences at work between America and the country concerned

c. In the upper levels, choosing subjects for major papers which can be reported in English class as well as in the foreign language class

d. Studying the origin [illegible] variations of words which have come from the foreign language into English (etymology)

e. Applying good listening habits, such as those necessary for perception of intonation in English class

5. Topics related to Mathematics

a. Historical study of development of mathematics from classical period onward as it relates to the foreign language area

b. Examination of mathematical bases for number terminology in foreign language

c. Biographical selections in foreign language concerning famous

contributions of the country concerned and their significant achievements

6. Topics related to fine

   a. Study of musical instruments, origins and uses as related to FL area
   b. Terminology in music theory related to language studied
   c. Biographical studies of composers, conductors, and artists
   d. Symphonic poems and suites based on folklore and other stories
   e. Literature as basis for opera and ballet in original language, and for translation

7. Topics related to science

   a. Historical development of science by area and by geographical areas
   b. Terminology used in laboratory and academic sciences, classical terms, and modern technical terms
   c. Biographical studies of famous scientists and contributions of a special cultural group to the whole field of science

8. Topics related to the social sciences

   a. Oriental and mid-eastern contributions to world culture
   b. Greek and Roman influence on world culture
      (1) Geographical forces
      (2) Culture
         (a) Art and philosophy
         (b) Architecture
         (c) Social customs and law
      (3) Language
   c. History of pre-Columbian era in the Americas
      (1) Mayan
      (2) Incan
      (3) Aztec
   d. The World Development - settling and influence (e.g. French, Spanish, German, Dutch, other)
   e. Modern era
      (1) Socioeconomic changes
      (2) Geographical changes
         (a) Language barriers
         (b) Cultural contrasts
      (3) Shift of balance of world powers
         (a) Importance of language
         (b) Importance of cultural understanding
      (4) "One World"
         (a) Model United Nations
         (b) "Abroad at home" atmosphere in the classroom

This checklist is designed to assist in the selection of a classroom text and accompanying instructional materials. Administrators and teachers are encouraged to select a program with at least a four year sequence and preferably six or more, since the use of different programs from year to year because this results in needless expense as well as unnecessary duplications or needless repetitions on the part of the student.

Does the basic philosophy of the foreign language program agree with the district philosophy?

Does the program have some well-defined objectives that can be correlated with the objectives of the teacher?

Is the program designed to develop all the skills of communication: listening, speaking, reading, and writing? Are adequate drills and exercises provided to teach mastery of these skills?

Is the phonetic basis of the language presented in a linguistically sound manner?

Is the program organized so that the structure of the language is presented in a logical sequence, that is, from the simple to the complex and from the part to the whole?

Is the vocabulary realistic and authentic? Is it presented in context as opposed to word lists?

Is the program based on authentic culture of the language being studied?

Does the program provide for a smooth transition from level to level?

Are appropriate and sufficient enrichment materials included such as films, filmstrips, tapes, pictures, and take-home items? Are these materials of a good quality: good photography of authentic scenes, quality recordings done by appropriate native voices, tapes and items free of extraneous noises.

Is a teacher's manual provided that includes useful aids, such as drill techniques, suggested lesson plans, linguistic and pronunciation aids, suggestions for classroom activities, and aids for checking and testing student progress?

Is the format of the text attractive? Consider the size of the print and the number of pictures and illustrations. Does the page look cluttered? Is the book well bound and durable?

Is English used judiciously in the text? Are composition translations avoided?

Is the upper levels, is the reading material selected for its appropriateness of content, length, interest, and difficulty? Is there an attempt to acquaint the student with the literature of the language?

FOOTNOTES

1. Nelson Brooks, Language and Language Learning, pp. 108, 139-40.
2. Mary F. Thompson, Relating language skills as an individualized Foundation, brochure, p. 7.
3. Ibid.
4. The material in this section has been collected from the following sources: Nelson Brooks, Language and Language Learning, p. 173; Foreign Language Testing Program for Secondary Schools, Spanish Level III, pp. 35ff., "Reports of the Working Committees," Foreign Language Teaching: Issues and Practices, p. 77; George A. C. Glazer, "A System for Securing Modern Foreign Language Reading," Teachers Notebook in Modern Foreign Languages.
5. The material in this section has been collected from the following sources: Foreign Languages: Grades 7-12, Curriculum Bulletin Series No. 6, p. 10; Theodore Huebener, How to Teach Foreign Languages Effectively, p. 75; Robert Lado, Language Teaching: a scientific approach, p. 143; Mary F. Thompson, "Writing is an Individualized Modern Foreign Language Program," Teacher's Notebook in Modern Foreign Languages.
6. "La Famille Parmentier," The French Review, Vol. 4, No. 2, p.13.
7. Ibid.
8. Alice Hosking, "Presentation to Modern Language Section of North Dakota Education Association," Modern Language News, Vol. 18, No. 1, pp. 5-11.
9. Ibid., p. 14.
10. John Oller, address given at a meeting held by Encyclopedia Britannica Films, Inc., November 14, 1969.
11. "La Famille Parmentier," pp. cit.
12. Emily Jones, "The Audio-Visual Revolution," pp. 1-4.
13. Audio-Visual Courses, Catalogue, Chilton Books, pp. 5,3.
14. Jones, pp. cit.
15. Jones-Dale Oller, The Visual Adjunct in Foreign Language Teaching, pp. 2, 79-81.
16. Nelson Brooks, Language Learning: A Multi-Dimensional Approach, NEA Bulletin, Vol. 11, No. 2, May 1959.
17. Ibid.
18. "The Integration of Foreign Languages With Other Curricular Areas," A Guide For Foreign Languages, pp. 113-8.
19. "Criteria for the Evaluation of Materials," Appendix J, Old Selective List of Materials, pp. 143-55.

CHAPTER IV

MATERIALS

This section is designed to provide the teacher with a source for materials that will aid him in the classroom. The teacher who effectively employs films, pictures, music, and creative ideas can give his students a genuine feeling of being immersed in the culture. The use of such enrichment materials is what gives life and vitality to a foreign language program.

The following list is not intended to be complete and exhaustive, and it is therefore recommended that every teacher have a copy of the MLA Selective List of Materials obtainable from: Materials Center, Modern Language Association, 4 Washington Place, New York, N. Y. 10003. Price: $1.00. Another source which is a must for every foreign language teacher is Source Materials for Secondary School Teachers of Foreign Languages. This list is available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. 20402. Price: 25¢. Order Catalog No. S.227:27001.

I. Integrated Programs. In selecting a basic text, the teacher is referred to the Utah State Board of Education's publication Textbooks--1966 Adoptions, pp. 141-178. The texts contained therein are good and have been approved by the state textbook adoption committee. It is suggested that the teacher also refer to the section on Textbook Evaluation of this Guide.

II. Resource and Supplementary Information.

Hamer, Ella. Handbook for Guiding Students in Modern Foreign Languages
U.S. Department of Health, Education, and Welfare
Office of Education publication (Publication No. OE-27035, 1963) Price: 45¢
Washington, D.C.

Occupational Outlook Handbook, 1965-66 edition
Regional Office of the Bureau of Labor Statistics
U.S. Department of Labor
450 Golden Gate Avenue (Information on careers in which
San Francisco, California 94102 a foreign language is needed or helpful.)

Buchanan, Theodore. Why Johnny Should Learn Foreign Languages. Philadelphia and New York, Chilton Co., 1961

Lado, Robert. Language Teaching, a scientific approach. McGraw Hill Book Co., Englewood, N.J., 1964

Brooks, Nelson. Language and Language Learning. 2nd ed., Harcourt, Brace and World, New York, 1964

Buchanan. How to Teach Foreign Languages Effectively. New York Press, 1959

Ferguson, Charles A., and Gillies A. Stewart, eds. Linguistic Reading Lists for Teachers of Modern Languages. 113 pp. $7.50
Center for Applied Linguistics
1755 Massachusetts Avenue N. W.
Washington 36, D.C.

(Excellent publications on language instruction. Write for list.)

Administering the Language Laboratory: A Basic Guide
Utah State Board of Education
Division of Elementary and Secondary Education
(N00) University Club Building
136 East South Temple
Salt Lake City, Utah

Auditory and Reading Comprehension Exercises.
Latin American Institute Press, Inc.
200 Park Avenue South
New York, N.Y. 10003

(French, German, and Spanish)
Teacher edition: $1.75
Student edition: $ .75

(Good exercises for classroom practice and testing.)

Modern Languages: Teaching and Testing
Educational Testing Service
Cooperative Test Division
Princeton, New Jersey 08541

($10.00 for all)

The Cooperative Foreign Language Tests
Educational Testing Service
Cooperative Test Division
Princeton, New Jersey 08541

(Tests the skills listening, speaking, reading and writing.)

Foreign Language Aptitude Battery
Harcourt, Brace and World, Inc.
Test Department
757 Third Avenue
New York 17, N.Y.

College Placement Tests
College Entrance Examination Board
Box 1025
Berkeley, California 94701

Hayes, H. R. Foreign Languages in Elementary Education
(Bulletin Institute for Services
Coeducational Schools
3 Nursing 17, Indiana

(Report of an international meeting on Pilot Unit in Nursing in April, 1961. $1.25)

Foreign Languages in the Elementary School
State Foreign Language Supervisor
State Department of Public Instruction
123 State House
Indianapolis, Indiana 46204

(A guide for teacher, parents, and administrators. 25¢)

Richter Inscription, A. F., Successful Devices in Teaching French, 196 pp. $3.00
Wagner, Successful Devices in Teaching German, 200 pp. $3.00
Kirby, Charles F., Successful Devices in Teaching Spanish, 183 pp. $3.00.
J. Weston Walch, Publisher, 321 Cumberland, Portland, Maine.

(Educational Index to Periodical Literature. Check this as a source for articles relating to foreign language instruction. Available in most libraries.)

Miles-Publications of the Modern Language Association, an excellent source. Available in most university libraries.

III. Subject Aids from Travel and Information Services

Canada Consulate General
617 Boylston
Boston, Mass.

(Free films in French. Write for catalog.)

French Government Tourist Office
French National Railroads
610 Fifth Avenue
New York 20, N.Y.

(Free pictures and materials.)

French Tourist Office
610 Fifth Avenue
New York 20, N.Y.

(French wall posters. Write for list of offerings.)

German Tourist Information Office
Transatlantic Films, Inc.
11766 Cypress Avenue
Hayward, California

(Free German films.)

German Consulate
615 California Street
San Francisco, California 94108

(Posters, charts and pictures.)

German Consulate
532 1/2 South Main
Salt Lake City, Utah

(Free pictures and posters.)

Consulate of Spain
9536 Wilshire Blvd.
Los Angeles, California

(Free materials.)

Prof. James Pinneo
California Lutheran College
Thousand Oaks, California 91360

(National Foreign Language Week Posters. 25¢ for two.)

Free Resolutions:

Classroom Films, Educational Department, Pan American Airways, Pan American Building, New York, N.Y. 10017
Foreign Language Forms, Holt, Rinehart & Winston, 383 Madison Avenue, New York 17, N.Y. (For source of Holt programs.)

Foreign Language Translation, Chilton Books, 525 Locust Street, Philadelphia, Penn.

Foreign News Bulletin, German Information Center, 410 Park Avenue, New York 22, New York.

Language Teacher's Notebook, Scott, Foresman and Co., 949 East 22d Street, Chicago 16, Illinois

Language into Type, Allyn and Bacon, 150 West Polk Street, Chicago 7, Illinois.

Let's Talk, Teaching Materials and Visuals, Inc., 250 West 57th Street, New York 19, N.Y.

Mots Dits, Bulletin de linguistique de l'office de la langue française, Ministere des Affaires Culturelles, 360 rue Dublil, Montreal, Canada

Russian Translation, Information Department of the Embassy of Spain, 2801 Massachusetts Avenue Building, Washington, D.C. 20008

Teacher's Notebook, Harcourt, Brace and World, 750 Third Avenue, New York 17, N.Y.

IV. Foreign Language Periodicals (For teachers and students)

Mr. G. Aleksandr
German Language Publications
31 Union Square
New York, N.Y. 10003 (Write for subscriptions to German publications.)

Foreign Language Review
Foreign Language Review, Inc.
1700 Park Avenue Branch
New York, N.Y. 10029 (Readings in English, Spanish, French, German, and Latin. $1.50 per year.)

Scholastic Magazines and Book Services
902 Sylvan Avenue
Englewood Cliffs, New Jersey 17632 (Separate publications in French, German, and Spanish.)

Weekly Times
Weekly Times
New York, N.Y. (Readings in Spanish, Italian, English, French and German.)

Weekly Russia
Mr. Gordian Klyk Ashcroft
Park Avenue
New York, N.Y. (Newspaper in English and Russian.)

Others
New Horizon Verlag
8 Munchen 19
Landsbergerstrasse 77/79
West Germany

Periodicals
German Information
1500 Broad Avenue
Kansas City, Missouri 64130

6. Professional Publications

The French Review
American Association of Teachers of French
Morton G. Seligman, Business Manager
Wesleyan University
Middletown, Connecticut

The German Quarterly
American Association of Teachers of German
Herbert B. Fr. Feise, Business Manager
Syracuse University
Syracuse 10, New York

Hispania
American Association of Teachers of Spanish and Portuguese
Professor J. Chalmers Herman, Secretary-Treasurer
East Central State College
Ada, Oklahoma

The Slavic and East European Journal
American Association of Teachers of Slavic and East European Languages
Irwin Weil, Executive Secretary-Treasurer
Dartmouth Hall
Brandeis University
Waltham, Massachusetts 02154

Italica
American Association of Teachers of Italian
Prof. Herbert H. Vaughn
Boston University
Boston 15, Massachusetts

The Modern Language Journal
National Federation of Modern Language Teachers Associations
Wallace E. Pratt, Business Manager
7144 Washington Avenue
St. Louis 30, Missouri

PMLA (Electronic)
Publications of Foreign Languages and Literatures
Foreign State College
Publication, Tallahassee

(Periodical containing all language articles and books.)

The PMLA Bulletin
The Publications of Foreign Languages of the MLA
1855 Fifth Avenue, N. W.
Washington 9, D.C.

VI. Catalogs of Materials

The Modern Language Association of America
Materials Center
6 Washington Square
New York, N.Y. 10003
(Write for current list of materials available. Also supplements for the MLA Selective List of Materials. Fee)

Materials for Foreign Language Instruction: Monograph No. 2
Utah State Board of Education
Division of Elementary and Secondary Education
(ESE) Elementary Club Building
250 East South Temple
Salt Lake City, Utah 84111

Resource Guide of more than 25,000 Aids, Guide No. 75
Audio Language Institute
25 South Eighth Street
Allentown, Pennsylvania 18105
(Free)

Information Service Branch
Foreign Market Information
U.S. Department of Agriculture
Washington 25, D.C.
(Write for catalog of publications.)

Foreign Commerce Department
Chamber of Commerce of the U.S.
1615 H Street, N.W.
Washington 25, D.C.
("Guide to Foreign Information Sources" 25¢)

U.S. National Commission
U N E S C O
Department of State
Washington 25, D.C.
(Excellent source of materials)

Publications Distribution Unit
U.S. Office of Education
Washington 25, D.C.
(Selection and organization of Library Materials for Modern Language Programs" 60-(303) Free)

Pan American Union
Publications and Distribution Division
Washington 6, D.C.
(Write for catalog of publications.)

Chilton Books
Educational Division
525 Locust Street
Philadelphia, Penn. 19106
(Write for catalog in French, German, Spanish, Italian, and Russian.)

Bureau Service Bureau
University of Minnesota
University Extension Division
1313 North Lake Street
Duluth, Minnesota 55806
(Write for catalog)

Wide-wide service center
789 Walnut street
Philadelphia, Penn. 19106

(Write for catalog of German teaching aids and services.)

The French book shop
700 Madison Avenue
New York, N.Y. 10021

(Write for book list in French.)

AATG Film Committee
Dr. David Hoening
Department of German
Kirkright College
Wooling, Penn.

(German Film Bibliography; AATG selective list of Materials for German Film Committee.)

Department Storage Bulletin
F.R. Representative Office
501 Madison Avenue
New York, N.Y. 10017

(Write for details on new materials in French.)

The Russian Studies Center for Secondary Schools
The Hebrew Union Library
The Oberlin School
Willingford, Connecticut

(Bibliography of materials in Russian. The Teachers should ask about receiving the News Bulletin from the Center.)

Spanish Consulate
5525 Wilshire Boulevard
Los Angeles 36, California

(Catalog of visual aids available.)

Adler's Foreign Books
153 West 47 Street
New York 36, N.Y.

(Imports books, records, maps, and other media for French, German, and Spanish.)

Hafis, Inc.
45 West 45th Street
New York, 36, N.Y.

(A mail order catalog in German.)

Schlertes Lehrgeist
5, Rue Helleuve
Paris 16g

(A mail order catalog in French.)

III. Study, Travel, and Overseas Information

For those to belong, Directed Overseas Assistance and Training Branch
Division of Foreign Studies
Department of Health, Education and Welfare
Washington, D.C. 20202

(U.S. Government Office under the Philadelphia-Baye act.)

The Experiment in International Living
Putney, Vermont 05346

(International travel programs-ages 16-19+ emphasizing a family experience abroad, Opportunity for teachers as group leaders.)

The American Field Service
313 East 43rd Street
New York 17, N.Y.

(International travel programs for students, emphasizing a family living experience abroad.)

[illegible] Publications Center
[illegible] Third Avenue
New York 22, N.Y.

"Study Abroad" $3.00
"Learning Abroad" $3.00

Language Institute Section
Division of College and University Assistance
U.S. Office of Education
Washington 25, D.C.

(Request list for summer and overseas
post National Defense Language Institutes.)

Foreign Language League Outside, Inc.
P.O. Box 1520
Salt Lake City, Utah 84110

Utah Foreign Language Association Study Tours
c/o Specialist Foreign Language Education
3460 University Club Building
136 East South Temple
Salt Lake City, Utah

CHAPTER V

EQUIPMENT[1]

Audio visual aids, electro-mechanical teaching aids, and electronic equipment are often overlooked and their helpful results not realized. It is impossible to present herewith all the electronic, mechanical, and audio-visual equipment, as advances in technological innovations are so rapid. Refer to the section on bibliography for additional information.

This section of the guide includes the following topics:

I. The Language Laboratory
II. Hints for Efficient Use of the Language Lab
III. Other Teaching Aids

I. There has been a general acceptance of the language laboratory as a valuable teaching aid.

A. General Considerations

1. The type of installation must be determined by the needs of the foreign language program. No one system is suitable for all programs.

2. Laboratory work is as effective as the teacher's ability to create a positive attitude in the students.

3. Reinforcement is the main benefit derived from laboratory use. Self-instructional benefit is likewise important although relatively new in concept.

4. Laboratory work must be closely integrated in the program.

a. The language lab is not the place to introduce new materials.

b. The live voice is indispensable as the model. Expression is not limited to sound. Facial and body expression requires face to face presentation.

5. The quality of student performance is a measure of the effectiveness of the laboratory.

a. Lab work must be continually monitored and constructive criticism administered.

b. Students must realize that the lab instructor is present and able to give assistance.

c. Student attention and participation must be maintained. Programs should be interrupted when the lab instructor converses with the student.

6. Lab sessions should be a maximum of twenty minutes in length and as frequent as deemed profitable.

B. Advantages of the Language Laboratory

1. Provides opportunity for students to hear a variety of native voices.

2. Provides good, consistent models for student imitation.

a. Free from conversational distractions.

b. Undisturbed by outside distractions.

3. Assumes the burden of sufficient repetition.

a. Frees teacher to concentrate on individuals.

b. Speeds up learning process through controlled repetition.

4. Provides in some instances record and playback for students to hear their own voices.

5. Allows for mass audio and oral testing.

6. Permits individual remedial and accelerated work.

7. Provides cultural enrichment and broadening of concepts.

8. Provides opportunity to practice aloud simultaneously yet individually.

9. Affords isolation and complete concentration.

C. Specific Disadvantages of the Language Laboratory

1. Its mechanical failure, functional difficulties, repair, and general maintenance are a problem.

2. It becomes boring, tedious, and monotonous to the students.

3. It requires more supervision and pre-class preparation by the teacher.

4. It is too time consuming.

5. It becomes a place for the student to play and waste time.

D. Location of the Language Laboratory

In order to minimize background noise the lab should be located:

1. Away from outside noises like traffic, playground, industry.

2. Not in from locate noises such as gyms, recitation areas, music rooms, and halls with heavy student traffic.

3. Utilize the area of the centralized foreign language classrooms with easy access to them.

4. Is a project area large enough to provide for:

   a. Desired type installations.

   b. Expansion of facilities.

   c. Adequate and safe electrical wiring.

   d. Conventional accessories.

   e. Storage facilities.

   f. Equipment storage and functional areas.

   g. A projection screen a suitable minimum distance from the first row.

   h. Visions to allow the teacher to circulate.

   i. Ventilation and other good environmental conditions.

B. Scheduling Groups in the Language Laboratory

   1. Large classes or small groups or individuals may be scheduled simultaneously and on a daily or alternating basis.

   2. Since twenty minutes is the minimum, two or three groups may be scheduled during a single class period.

   3. A particular section of the lab may be reserved for individual lab work.

C. Evaluating Student Progress in the Laboratory

   1. Pronunciation, intonation, fluency and grammatical structure may be tested by recording and playback or spot-checked by the teacher during a lab session.

   2. Because of the subjective element in evaluation, the teacher should set up a scoring system which will measure the student's ability according to his progress and achievement as objectively as possible.

III. Hints for Successful Laboratory Operation

A. Content of Tapes:

   1. What the student hears must be closely related to what has been taught in the classroom.

2. Authentic, well-timed, interesting models must be presented.

3. Exercises involving the use of all the language skills in appropriate sequence and with appropriate emphasis should be available.

B. Preparation of Tapes

1. Question and answer drills, completion exercises, and substitution drills are all followed by immediate reinforcement.

2. Tape length should be up to 10 minutes, then rewind and replay if desired because pseudo-communication with a machine is fatiguing and boring.

3. Four and six-phase drills are usually presented on the tapes in the following sequence: In a flowing tempo a sequence is spoken on the tape, a pause occurs in which the student responds, then the correct response is given on the tape. Finally allowing student reinforced response.

4. Make tapes from prepared scripts and demand a fluent silent/aural presentation.

5. Expedite tape duplication through various time-saving techniques.

C. Tape Library

1. Paint a diagonal line across the sequentially-arranged tape boxes. Tapes are replaced in order by sight.

2. Different colored boxes and tape leader help to differentiate levels and languages.

3. Use duplicated sets of tapes for check-out and console use; keep the master set out of circulation.

D. Maintenance

The teacher must know the functions, mechanics and potential of the laboratory and be able to diagnose and correct simple difficulties. Never attempt technical repair, but call a customer engineer.

III. Other Teaching Aids

A. Record Player: One of the least expensive mechanical aids, the record player is simple to operate and easy to move. Most texts have accompanying records for listening comprehension and widening of cultural knowledge and experience.

B. Tape recorder: This machine has the advantage over the record player in that it can be used again and again without noticeable wear or irreparable breakage.

4. Slide Projector: There are many good films with foreign language sound tracks which make it possible to match the cultural content of the language course and give the class opportunities to hear the language spoken in native situations. Many new programs of instruction demand use of the audio projector as an integral part of presentation.

5. Overhead Projector: The creative and imaginative teacher uses the overhead projector to good advantage. Visual materials and variations of cultural and structural designs and writing may be projected above and behind the teacher so the teacher faces the class. The stencils are on acetate and may be designed as individual pictures or overlays. Use grease pen for writing on the acetate.

6. Filmstrip and Slide Projector: There are five filmstrips as well as commercial 2mm slides available for integrated programs and cultural background. There are accompanying scripts, texts and records for many programs. Personal slides of persons and students who have travelled in the country provide interest and motivation.

7. Opaque Projector: This machine will project images from opaque materials such as book, charts, texts, newspapers, magazines and written materials. Illustrations and concepts are enlarged. The machine is valuable for teacher and student demonstrations.

8. Television: Many programs are being initiated to help the teacher in the presentation of language materials. See section on innovations for further information on educational and closed circuit TV.

9. Commercial Theatres: Worthwhile films in the target language are often shown in the vicinity of the school. Plan a group trip sponsored by the school, with parents to help, or encourage your students to plan to attend these selections.

10. Teaching Machines: Programmed instructional materials have been produced for manual teaching machines although this concept is better suited to electronic machines for greater flexibility.

11. Flannel Board: Here is a device which is certainly not new but which the creative teacher can use effectively to illustrate a dialogue situation to present a story for audio comprehension, and to encourage participation.

12. The Bulletin Board: The classroom should be a "cultural island". Even though some times it may seem that there is just not enough time to create a display, this means of communicating information to students is one of the best. Pictures and articles of the countries whose language is being studied bring life into the classroom. Student participation should be encouraged in this effort.

13. Radio: A very valuable aid to our language learning is the shortwave broadcast from foreign lands. Encourage your students to record, if possible, radio conversations, newscasts, and commercials.

1. "The language laboratory," A Guide For Foreign Languages, pp. 87-89.

2. Glen W. Everett, An Analysis of Speech and Speaker Problems in Foreign Language Instruction in Public Secondary Schools of Utah, pp. 30-

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16 June 1965

[illegible] progress in the era of innovation. Our knowledge about thinking, learning, and memory is not by any means complete. Teachers will continue to have the responsibility and freedom to judge what and how to teach, with only a limited basis for discovery as to whether their judgments are correct. They need to be alert to opportunities for improvement. Trends indicate that foreign language teachers will continually be exposed to many innovations. Foreign language members of that should become more aware of these innovations and use their best critical faculties to identify and utilize which truly deserve serious attention and experiment with them where conditions permit. Several schools in this and other states are already involved in experimental programs.*

Skepticism toward any innovation may deprive use of profitable opportunities to progress. A negative attitude may prevent use from trying new ideas, procedures and materials which could bring desirable improvement. The classroom must at the same time be protected from unproved and unjustifiable schemes. The teacher must be prepared to discard those proposals which subsequently indicate little advance, but become thoroughly acquainted with promising new ideas, procedures, and materials that they could introduce into the classroom.

*Periodic and continuous ongoing innovations are listed. Information and materials are available through the Foreign Language Specialist of the Utah State Board of Education.

I. Individualization of Instruction

Since no two individuals are alike, a program must be provided which allows for individualized instruction. Some innovations in this area which indicate success are listed.

Name	Description	Location
A. Continuous Progress Plan	The student by his own choice progresses at a rate commensurate with his abilities. The materials, physical plant, and teacher must be completely prepared for individual and group needs at all levels.	Brigham Young High, Provo, Utah
B. Request Time	One period of the eight-period day in each schedule during which a student may request teacher help or homework preparation time. The teacher may also request individuals or groups of students for special help sessions.	Southwest Jr. High, Salt Lake City, Utah
C. Quests	Physical plant, equipment, and materials are made available during or after regular hours to advanced competent students for research and special projects.	Bellevue, Alternate Bountiful High School, Bountiful, Utah
D. Bilingual Instruction	Subject matter is taught in the two languages or a particular subject is taught in the new language. A native situation is simulated.	Bureau of Indian Affairs Bilingual, Uintah, Ouray, Fruita Southern Schools Div., Price, Utah Christian Univ., Tokyo, Japan Univ. of Pacific, Stockton, Cal., Elbert Cutwile Lab School

II. Cooperative Instruction

The overcrowded language class and the need for individual contact dictate a reduction of the student-teacher ratio. Cooperative experiences in the following have indicate profitable results.

Name	Description	Location
A. Team Teaching	Two or more teachers may combine classes to facilitate individual or group instruction, avoiding duplication of effort. A possible drawback of team teaching is the tendency to raise the student-teacher ratio.	Coral Way School, Miami, Florida

Type	Description	Location
b. Student teachers	These volantic teaching semesters must assume teaching responsibilities gradually for the mutual benefit of all concerned. The student teacher learns most by substituting. Good aspects of cooperative teaching must be promoted.	Phillips Academy, Andover, Mass.
c. Native-speaking assistants	A language class often has a native-speaking student who can be very helpful under close direction of the teacher.	
d. Para-professionals	Individuals in the community with foreign language competence may be used on a regular or planned basis to add variety and enthusiasm to the program.	Eng., Utah
e. Student time	It is profitable to use coordinator-aided student helpers in the foreign language classroom situation, especially in individualized programs.	

III. Variable scheduling

The traditional concept of "teaching" which has prevailed generally in the classroom is hopefully becoming obsolete. Students completing the prescribed work within a short time often remain mentally inactive while those requiring more time complete the task. This practice is detrimentally detrimental and also creates a discipline problem.

Type	Description	Location
a. Flexible scheduling	The right daily schedule is altered. The type of program will call for a varying schedule.	Southwest Jr. High, Austin, California Bay High School, Bay, Utah (modified schedule) Cedar High School, Cedar City, Utah
b. Daily Demand Computer scheduling	This is a system which allows for all phases of scheduling without incurring revolutionary etc., the schedule may be changed daily, be modified or be right according to the individual teacher's request.	Brigham Young High, Provo, Utah

F. Laboratories

To be a useful teaching device, the language laboratory must be suited to the individual needs of the foreign language program. There is no one system suitable for all programs. The competitive nature of commercial enterprises with electronic advancements have brought about many innovations. To operate efficiently, a language laboratory should provide total or partial multi-instructional functions. Here it must be understood that the language laboratory is a [illegible] and not a [illegible], thus most properly the language lab requires more teacher time and effort, yet the results in terms of linguistic progress are so gratifying that the project is well worth the effort.

Type	Description	Location
A. The [illegible][3]	The laboratory-equipped (electronic) classroom, with or without booths, two-[illegible] multi-channel equipment which is located for teacher control. Each student position has a headset with individual volume control.	Bountiful High, Bountiful, Utah; South High, SLC, Utah; Hillside Jr. High, SLC, Utah; Fairmont High, Bountiful, Utah
B. The listening room[3]	The listening room is located in the library, lounge, or other available space. There should be ease accessible for checkout. By using earphones and tape recorders, students may listen to lessons without disturbing others.	Brigham Young Univ. Language Lab & Lib. Provo, Utah
C. The practice laboratory[3]	This is a separate room which serves as a place where students may do home-work assignments, drill, review, take oral comprehension exams, prepare and record oral composition and pursue individual projects.	Univ. of Utah, SLC, Utah
D. Rolling lab[3]	Double decker bus converted to a language lab and classroom may travel from school to school.	Cambridge, England
E. The drill room[3]	Small group studios are equipped with a wide range loudspeaker fed from a central control and are used for live voice drills, presentations or substitution exercises.	
F. Convertible Classroom	A standard classroom can be turned into a complete laboratory by simply raising the tops of the desks to create the partitions. Lab equipment is stored under the tops. (Streamlined Systems)	
G. Listening Corner	Listening stations are set up in the corner of the classroom.	Brigham Young High, Provo, Utah (In the laboratory)

	Item	Description	Location
6.	Polyphonic listening units	Listening stations are set up in the corner of the classroom	Brigham Young High, Provo, Utah (In the laboratory)
7.	Dialog system	Laboratory consists of individual booths with mikes and microphone controls, and a telephone-type dial. In addition to the console type booths, any number of booths may be installed in a separate room controlled by the dial system. Portable-type booths provide flexibility. Any other installations in laboratory facilities are possible, such as home telephone connections.	BY High, Provo, Utah
8.	Wireless laboratory	Transistorized booths receive from a personal antenna. The booths may be used inside, outside in the room.	Delta High School, Delta, Utah

9. Laboratory auxiliary equipment

a.	Tape duplicators and erasers	A time-saving device for duplicating tapes at high speeds. Both erasers, kept in an area separate from tape libraries, expedite handling of tapes.	Brigham Young Univ. Provo, Utah
b.	Transistorized phonograph	A unique piece of equipment. The record can be stopped dead in the track by means of a pause switch, then restarted at exactly the same point with no distortion.	Audio-Visual Instruct-Supply, Salt Lake City, Ut.
c.	Acoustical control headset	Allows direct transmission of student speech to student's ears. This is accomplished by an acoustical tube passing in front of the student's mouth from earphone to earphone. The element in the earphone serves as a transceiver for student-instructor communication.	Career Supply 250 East Street Ogden, Utah

10. Audio-Visual Aids

Teachers, not the equipment and aids, do the teaching. The teacher enhances the program by wise use of audio-visual aids.

a.	Projection	1. Movie	4. Opaque
		2. Slide	5. Overhead (Overlays, transparencies)
		3. Film Strip	6. Kaleidoscope

	Type	Description	Location
E.	Tapes		
F.	Charts	Maps, posters, bulletin boards, displays, easels	
G.	TV	Commercial, Educational, and Closed Circuit	
H.	Radio	AM and shortwave	KLAS - Spanish KUNV - German, 5-6 pm Saturday KWNR - Spanish, 11:30 am - 2:30 pm, weekdays German, 3:00 pm Sunday
I.	Movies	Movie houses offer play films in Spanish, French, or German	The Tower, 9th Ave & 9th St. Nichols Theater, No. Tenaya & 9th W. The Movie - 7900 Av. Spanish Blvd. The Town - Broadway & State

VII. Technological Devices

Related to audio-visual aids and laboratories are technological advances in education. Though these innovations are often financially prohibitive or overwhelming at first impression, teachers should be familiar with all innovations.

	Type	Description	Location
A.	Computer-assisted instruction	A program, making provisions for as many probable circumstances as possible, is fed into the computer storage. Programming is accomplished with a course writer which translates the teacher-written program into machine language, eliminating the need of specialized programmers. Through student-initiated use of TV and audio devices the sequential program is followed. Upon student response with a light pen or keyboard answer, the computer supplies the next appropriate step. The computer system, a tutorial approach, ensures sequential progression, flexibility, and an unbiased medium, thus eliminating frustration and other psychological implications. Most school districts can ill afford elaborate electronic systems but smaller equipment is available.	Florida State Univ. Tallahassee, Fla. Control Data (CDC) system

Type	Description	Location
	Experiments from the large district cooperative system to the individual plant efforts have been underway for several years in some states. Operations including registration to computer-assisted instruction are being successfully carried. Many companies, including General Electric, IBM, and Burroughs, are announcing innovations. The IBM 1500, announced in 1966, is able to accomodate an essentially complete program in language. Despite the advances and their availability to the teacher, there is no substitute for the prepared efficient teacher, the basis for any total program.	
E. Educational TV	Each teacher in the district elects the AM or PM viewing of a 15-minute program. A follow-up by the classroom teacher is essential. Employing all audio-visual aids, the program lends itself to culmination of even still pictures and captures the students' interest.	Lynn Brown, TV Specialist, Salt Lake City School District Muriel Clare, KUED, Music Hall Basement, U. of U.
F. Closed Circuit TV	The teacher controls the recording from the studio set. All aids and other media are correlated with the natural flow of teacher presentation. Contact with the studio teacher may be maintained in the receiving classrooms by the monitors, resulting in immediate clarification of difficult concepts.	Orson Spencer Hall, U. of U., Salt Lake City, Utah
G. Dial-a-source study center	Central control consists of sound tape banks and video tape recorders. The student dials the program desired and sees the teacher or demonstrations on an 8" viewscreen. The instructor has the prerogative to override student operation of the controls for sequential progress. Optimal flexibility provides 10-12 video choice and 1000 sound tape lessons.	
H. Multi-program-dial-access dial	This lets teacher and/or students select by means of a dial hundreds of different program inputs. The system may use tape or audio-visual equipment. A special application is for "at home" students who may dial programmed lessons through telephone equipment plugged into the system.	
I. Telephone	Answering service (electronic secretary) may be used as practice recordings. Cost is not prohibitive.	Chip's Jewelry, Provo, Utah

VIII. Social Involvements

Out-of-classroom activities which give students the opportunity of conversing in the foreign language in a more friendly, unrestricted atmosphere are an essential part of the foreign language program. The following hints can help the teacher move toward implementing sound innovations.

Type	Description	Location
A. Table-talk	Students are grouped together at lunch in cafeteria or elsewhere and speak only the foreign language.	
B. Drama	Drama provides opportunity for creative ability as well as use of language. Original short plays or skits can be presented as well as published material.	
C. Field trips	Take short trips within the school, to food markets, industrial plants, and other places with explanations given in the foreign language. Where possible, have native speaker as guide.	
D. Summer camp	A program of a controlled duration in which conditions of the foreign country are simulated. Students speak the foreign language solely while in the camp. The program includes games, singing, folk dances and nature lore as well as conversation, readings, drama, and discussions. The person in charge must have excellent knowledge of the language and be pedagogically skillful, a nature lover and a good sportsman. Counselors are, preferably, foreign students.	Norgate summer camp, on beach near Atlantic City, N.J. Concordia College, Moorhead, Minn. G.E. Roberts, Asst. Prof. of Ed. (7 camps, 4 languages)
E. Parties	Provide excellent opportunity to teach language and culture by use of songs, games, customs, and decorations.	
F. Penpals-Tapepals	Correspondence gives personal insight of customs and culture of others. It also provides incentive for more language study. For information write: Ambassadors of Friendship, 3050 S.W. 5th Ave., Miami, Florida International Youth Friendship Org., 450 Armory Place, Louis. Ky. American Pen Pals, 701 North 6th St., Sterio, Ill. (5¢ stamp per name and self-addressed stamped envelope) Letters abroad, 45 E. 65th St., N.Y. 21, N.Y.	

Type	Description	Location
	International Typewriter, P.O. Box 215, Cedarhurst, L.I. N.Y. National Typewriter, Box 148, Paoli, Pennsylvania. Type-Rite Typewriter International, P.O. Box 175, Little Rock, Ark. United Recording Club, 2516 South Wabash Boulevard, Chic. 16, Ill.	
8. Storytelling	Native speakers are invited to the classroom to tell graded stories and effect a discussion period.	
9. Realia	Articles depicting the nation and its culture aid in creating colorful and motivating atmosphere in language study.	

10. Evaluation Procedures

Progressive evaluation procedures test valid attentions and control of the language structure and patterns. The former and present practices of testing translation and grammatical analysis are manifest in oral, written, listening, reading and dictation exercises. Although these practices are not outmoded, they must be enhanced by situation and language approaches.

Type	Description
1. Pimsleur Language Aptitude Battery[5]	The battery is designed for use at the end of grade 6 and in grades 7-12. It is intended, first, for predicting student success in foreign language learning and, second, for diagnosing language learning difficulties. It is structured on six factors that have proved to correlate highly with success in language study. Part I - Grade Point Average in academic areas other than foreign languages. Part II - Interest in learning a foreign language. Part III - Vocabulary as an indicator of verbal ability. Part IV - Language analysis ability to reason logically in terms of foreign language materials. Part V - Sound discrimination ability to learn phonetic distinctions and recognize them in different contexts. Part VI - Sound-Symbol association ability to associate a sound with its written symbol.

2. The MLA Cooperative Foreign Language Tests[6]

Test	Description
	These are a new series of tests of competence in five languages -- French, German, Italian, Russian and Spanish -- designed for use in secondary schools and colleges. They provide separate measures of skill in listening, speaking, reading, and writing at two levels of achievement.

6. Advanced Placement[9]

A public school program designed to provide advanced study for the highly capable student. Programs equivalent to college courses cover the same material and are recognized by an institution of higher learning for credit. Advanced placement is the logical procedure to stimulate high achievement and a keen intellectual experience. In addition to understanding, speaking and writing the language, the advanced student should also be prepared to understand and appreciate varied aspects of literary expression and cultural experience.

62. Programmed Materials

Teachers must be alert when investigating programmed materials. Some programs introduce incorrect grammar, spelling, structure and false concepts as an unfortunate by-product. Other programmed materials can be a significant part of the foreign language course. They are particularly useful for individual concept clarifications and for home instruction. Never lean heavily upon programmed instruction or any other single material.

Programmed Instruction - McGraw Hill (3-year program)
Programmed Instruction - Behavioral Research Associates
Heath Programmed Texts - D.C. Heath Co.

CONCLUSION

"Effectiveness of language instruction is conditioned not by the method of instruction, but by the personal qualities of the teacher."[3] There are 217 imaginative new school programs approved by the United States Office of Education offering 75 million dollars in grants under Title III of the Elementary and Secondary School Act of 1965.

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CHAPTER VII

EVALUATING THE TOTAL FOREIGN LANGUAGE PROGRAM

In determining the effectiveness of the total foreign language program, the item which must be given special consideration is the observable results as reflected by student learning and behavior.

The following questions may be asked regarding a school's foreign language program.

I. General Considerations for Evaluation[1]

A. Do evaluation activities measure the student's ability to use the structural units and patterns of the foreign language in valid situations?

B. Are the four basic skills--listening, speaking, reading, and writing--evaluated?

C. Is there evidence of student progress in all skills?

D. Have the instructional materials and equipment used proved efficient and adequate as teaching aids?

E. Are all the teachers who testing and other forms of evaluation in analyzing the effectiveness of their teaching?

F. Does the school regard evaluation as a continual process?

1. Do administrators evaluate teachers?
2. Do teachers evaluate students?
3. Do students and teachers evaluate themselves?

G. Does evaluation result in improved methods? Improved teaching? Improved learning? Progress?

H. Are such measures as attitude questionnaires and class visit reports--psycholinguistic devices--used to assess and understand behavior-producing attitudes and motivations in foreign language learning?

II. Instructional Considerations[2]

A. Have the objectives of the program been clearly defined?

B. Has the course been planned in sufficient detail to provide appropriate guidelines?

1. Do instructional methods foster development in all foreign language skills?

d. Is there emphasis on language as communication--conversational as well as literary language.
e. Are there opportunities to compare the students' culture with the foreign culture.

4. Is the program an integral part of the total curriculum?

5. Are materials used appropriate to the ability, maturity, and interests of the learner?

6. Is the program sufficiently diversified and flexible to challenge each individual to work to his maximum capacity?

7. Is there evidence that foreign language learning is applied?

a. Is the material learned enjoyed and used widely in and out of school?
b. Is there increased interest in foreign peoples and cultures?
c. Is there evidence of increased international understanding as shown by such activities as follow:
   a. Use of supplementary materials (books, films, slides, tapes?)
   b. Contact with native speakers?
   c. Travel?
   d. Foreign language camps?
   e. Pen pals, tape pals?

III. Administrative Considerations[3]

1. Is the curriculum flexible enough and are there sufficient periods in the school day to allow students to enroll in foreign language classes without difficulties in scheduling?

2. Has provision been made for continuity of instruction from its beginning through grade 12 so that students may develop a real proficiency in the language?

3. Is the program well-articulated and co-ordinated between levels in any given school and/or between elementary, junior high, and senior high schools throughout the district?

4. Is a variety of evaluative techniques and instruments used, such as surveys, case studies, interviews, contests, publications, reporting, and observation?

5. Is the preparation of the teaching staff adequate to meet the objectives of the program?

6. Does the school system promote participation in in-service training, night courses, summer institutes, and travel abroad, and provide compensation for teachers engaging in such activities?

7. Is adequate supervision given the program to insure appropriate and effective instruction?

6. Are parents apprised of the developing foreign language program?

7. Have sufficient space, materials, and equipment--tape recorders, record players, slides, foreign language periodicals, books, realia, and tape recordings--been provided for teachers to create a varied and stimulating program and to accommodate individual differences?

8. Are provisions made for appraising and implementing new developments and materials in the field of foreign languages as well as for overcoming existing weakness and resistance to change?

IV. Testing

In the continuous process of evaluation, testing functions as a periodic measurement. Testing has a wide range of purposes. It may be used (1) to judge the potential proficiency of students (aptitude), (2) to facilitate placement in courses (prognostic), (3) to determine whether individuals have reached desired levels of language proficiency (diagnostic), (4) to measure the outcomes of different approaches to language learning, or (5) to measure any of the many facets of language competency.

Testing may also occur in a great variety of situations--formal or informal, oral or written, group or individual. Ideally in each testing situation the instrument used and the way it is used should be designed to meet a particular need.

The wide variety of purposes and situations in which tests are used calls for an enormous number of testing instruments and procedures. Tests must measure validly what has been taught. They should be learning devices for both students and teachers. Through tests students can better realize and apply what they have learned in new situations. Tests also make teachers more aware of what they have successfully taught.

Testing should be a natural outcome of regular class work and should be regarded as a normal procedure in any foreign language class. Measurements must be systematic--occurring before, during, and after a given period of instruction. Retesting is a basic part of the testing process. Complete, clear instructions are vital to successful testing. Follow-up after a test is perhaps the most valuable part of the testing process.

A. Prognostic or Aptitude Testing[b]--Prognostic or aptitude testing can be used to predict success in learning a modern foreign language. Various means of predicting success and selecting students have been used. Prognostic tests are better than intelligence tests for these purposes; however, a sample of actual work in a language class over a period of time is the best predictor of future language achievement. A child's achievement in fluency and acculturation will vary in degree with his native intelligence, his interest, and his ability to hear and imitate sounds. (According to the MLA, one of the most widely-used aptitude test available today is the Carroll-Sapon Modern Language Aptitude Test, (MLAT,) obtainable from the Psychological Corporation, 304 East 45th Street, New York 17.)

8. Achievement Testing and Evaluation[3]- Language learning should be evaluated at all levels, including the elementary school, on the same manner as other subjects in the curriculum. Progress in modern language skills can be determined by achievement test results and other information gathered informally.

Today there is transition from one kind of language teaching to another, and teachers are reexamining their methods of evaluating and testing. Achievement test results are indicative individual progress in listening, speaking, reading, writing, and the attainment of cultural information. Teachers use tests to discover what the student knows rather than what he does not know.

1. Informal Testing

Evaluation of pupil progress does not always require the use of lengthy formal tests. Many short tests of different types can be given daily. Such tests may (1) provide strong motivation, (2) serve to sharpen student interest and alertness, and (3) have psychological value because the student sees immediately what he has learned, thus reinforcing correct usage by immediate correction.

2. Testing Skills[4](*Note: This section will lead itself very well for use in district workshops to develop specific tests in each language.) At all levels of instruction teachers should test only what students have been taught and have thoroughly practiced. Different skills require different tests. Audio-lingual skills must be tested as well as visual-graphic skills.

a. Listening Skills[4]- With the increased emphasis on spoken language, new techniques for testing the listening comprehension. Listening items such as the following are used to test general comprehension, common expressions, specific vocabulary, sound patterns, and sentence structure.

1). The students have a series of three or four pictures in their booklets. The teacher or the voice on the tape reads a statement in the target language. The students mark the picture which best agrees with the statement.

2). The teacher or voice on the tape asks the students to perform certain tasks in their test booklets, such as: give the answer to simple arithmetic problems, draw a cat, put eyes in the outlines of a face, draw a square, a circle, or parts of a drawing.

3). The teacher or voice on the tape makes a statement. The students mark whether it is true or false.

4). The teacher or voice on the tape gives an incomplete statement. The meaning of the statement will be completed correctly by use of three suggested words or expressions in the target language.

5). The teacher or voice on the tape will give a short definition of a person, object, or idea without actually

making it. Three answers in the target language will be given. Two of these will be selected by the students as the correct answer.

6). Voice number one on the tape asks a question. Voice number two gives three answers. The students mark the number of the correct answer.

7). Voice number one on the tape gives an answer. Voice number two gives three questions. The students mark the number of the question which would elicit the answer given by voice number one.

8). A short dialogue is given on the tape. This is followed by three or four oral statements about the dialogue which are true or false.

9). The students are presented with a picture which either tells a story or describes a situation. The voice on the tape of the teacher describes three situations or tells three stories, one of these corresponds with the picture. The students choose the number of the correct oral description of the picture.

10). The students are told a story containing a number of questions. They are asked to retell the story in their own words in English at the elementary level and later in the target language.

11). The students look at a picture. They then hear three statements about the picture and indicate on their answer sheet whether the statement is true or false.

12). The students see a picture and then hear three statements (A,B,C) about the picture. They decide which statement is true and mark the letter on their answer sheets.

13). A short taped conversation is played for the students. They then indicate where it probably took place or who is speaking. Locations or persons may be suggested in a list.

14). The voice on tape makes a statement and several rejoinders. The students select the most logical rejoinder and write the letter on the answer sheet.

15). Students listen to a dialogue or narrative. They then listen to or read a number of statements about the passage and indicate whether each statement is true or false.

16). Students hear a sentence read aloud which is similar to one of four written sentences and select the sentence they think they heard read. This item tests the recognition of sound symbol-written symbol correspondence.

17). Students hear a group of very similar words and mark directions which words are similar or which words are different.

b. Speaking Skills - The testing of speaking skills is difficult because results are based on subjective appraisal. Teachers can keep a class check or oral competency if time is set aside weekly for evaluation of each student's oral performances during the week. This represents the teacher's total impression and is recorded. Use of a tape recorder can increase objectivity. A rating scale can be used to evaluate student responses in five categories: (1) fluency, (2) pronunciation and intonation, (3) correctness--order and structure, (4) conveying the idea, and (5) use of vocabulary.

Suggestions for testing speaking skills follow:

i). The student listens to an utterance and then records it with proper pronunciation and intonation.

ii). The teacher or the voice on tape asks a series of questions about a picture to which the student records his answer.

iii). The student records on tape one to two sentences describing a picture.

iv). The student records on tape answers to a series of questions asked by the teacher or the voice on the tape.

v). Give an number four but a cue is provided:
Why are you going downtown?
(Go) go shopping
I'm going shopping.

vi). The teacher or the voice on the tape, in English or in the target language, asks the student to give a certain command or to ask a question.

vii). The student changes a question to a statement or vice-versa.

viii). A series of three or four pictures telling a simple story is shown to the student who records his version of the story.

ix). The student is given a short passage to read. After a quick preview he records it for later evaluation by the teacher.

x). A statement is given. The student is told to repeat the statement, providing a synonym or an antonym for an indicated word.

xi). The student is told to provide a suitable rejoinder for each of a series of utterances.

xii). A student is told to expand an utterance by inserting a given word or phrase with the necessary changes:
He sings.
(cue: beautiful)
He sings beautifully

xiii). The student is instructed to change an utterance or passage in one of the following ways:

a) tense	f) singular to plural
b) nouns to pronouns	g) person
c) positive to negative	h) direct to indirect discourse

xiv). The student is directed to combine two sentences into a single sentence:
a) expressing a contrary to fact situation, or
b) using a specified conjunction, or
c) making one sentence a relative clause

xv). The student is provided with an "action picture." He is told to describe what is taking place or give an imaginary conversation.

xvi). A student is given a situation in English but later in the target language. He is directed to provide appropriate dialogue.

xvii). The student either listens to or reads a short passage and then gives it from memory. Word cues can be provided.

c. Reading Skills[5] - Many techniques for testing reading involve other skills. Those such as those listed below which test the understanding of the reading passage or utterance must use vocabulary and structures with which the student is already familiar.

5). The student reads or records the phrases or utterances flashed on a screen or found in a test booklet. (Tests recognition of graphic symbols)

2). The student hears a sentence read aloud from four similar written sentences and selects the one which he thinks he hears read. (Tests recognition of sound symbol-written symbol correspondence.)

3). A student is presented with a picture. In his test booklet will be:
   a). A series of three or four sentences one of which correctly depicts the situation in the picture.
   b). An incomplete sentence followed by three or four choices, one of which correctly completes the sentence.

4). A student is presented with two or more pictures. In his test booklet is an utterance or a statement containing a structure problem. The student chooses the picture that best fits the utterance. The pictures must be drawn so that the picture representing the correct answer differs by a minimal distinctive feature.

5). A student is presented with a series of four or more pictures, usually telling a story. In his test booklet are a series of statements to be arranged correctly to the sequence of the pictures.

6). A story or reading selection is followed by
   a). A number of true and false statements from which the student checks the correct statements
   b). A number of multiple choice statements from which the student checks the correct items
   c). A statement or series of statements based on the reading selection. The student checks those which can be correctly inferred from the passage

7). A definition or description of a person, place, thing, situation, or concept is given. Each of these is followed by a number of choices from which the student selects the item defined or described.

8). A written statement is followed by three or four choices also in the target language, one of which is the equivalent of the underlined word or phrase in the statement. The student selects the correct equivalent.

9). A written statement in English is followed by three or four written statements in the target language, one of which is the equivalent of the English statement. *This is best used for idiomatic expressions and in advanced levels. It should be used sparingly.

6. Writing Skills[9] - In testing the writing skills, the teacher evaluates a student's ability to transfer sound into written symbols, to spell, and to manipulate the grammar as well as the vocabulary of the language. The question or stimulus at the beginning level should be carefully formulated in order to elicit the required, controlled response. At the intermediate and advanced levels items should call for freer responses. The items below suggest specific ways to test writing skills.

1). The student copies simple utterances with attention also paid to punctuation and diacritical marks used in the language.
2). A dialogue or text without any punctuation, capitalization, or paragraphing is given. The student rewrites the text with correct capitalization, punctuation, and paragraphing.
3). The student copies an utterance in which he is requested to make a directed or free change of an item.

Directed: I saw the child playing.
Cue: two
Response: I saw the two children playing.
Free: I saw the child playing.
I saw the cat playing.

4). The student completes a statement in accordance with the meaning suggested by a picture.

John is eating.
Cue: picture of an apple
John is eating an apple.

5). An utterance or statement is flashed on the screen. The student writes it after the visual image has been taken away.
6). The student writes answers to questions, rejoinders to given utterances, or restatements of written statements.
7). The student may be asked to carry out one of the following:
a). Change a story from one person to another, from one tense to another, or adjust the story to a personal situation.
b). Change the form of a story from a dialogue to a narrative or vice versa.
c). Write a sentence using the same structural pattern of the model sentence but using a different vocabulary

Model: The person whom he saw was John.
Response: The hat which he disliked was imported.

8). The student is provided with a passage which has a number of words missing. The student is to recognize which words are to be added and write them in the proper blanks.(Note: If desired, a glossary of terms may be provided, first letter cues given or kind of word specified, noun, or pronoun.)
9). The student is provided with word cues. Using them he writes a sentence, paragraph, or dialogue. Example:

Cue: means/know/do/I/not/what/it/
Response: I do not know what it means.

10). The student listens twice to a short passage of familiar situational and linguistic material. Several questions follow and the student writes his answers. This item also tests listening comprehension.
11). The student writes a directed composition from an outline in English or in the target language.
12). The student summarizes a story or paragraph by utilizing the expressions of the particular passage. At the advanced level the student may use his own words and expressions.
13). The students are instructed to recreate a story read aloud by the teacher or a voice on tape.
14). The students fill in the blanks in a cpot dictation.

The student says: I like---girl.
He hears: I like the girl.
He writes: the

16). Dictation can be used sparingly to test spelling, recognition, of the forms of words, and some problems of inflection.

3. Principles for the Construction of Achievement Tests[10]

The construction of a reliable and valid test is a difficult and time-consuming process. It requires high competence both in the subject being tested and in the techniques of test construction. Some of the new materials for modern language courses come complete with unit tests. However, teachers will continue to construct a sizeable number of their own tests. The following principles should be useful in evaluating a ready-made or a self-made test.

a. Tests should determine what the student knows, not what the teacher knows.
b. A test must provide a learning experience by showing the student what is expected of him and by allowing him to apply what he has learned.
c. All four skills should be tested.
d. The items should represent material learned in class and the distribution should correspond to the importance of the skill measured and the course goals.
e. The test should ask for responses in normal language behavior.
f. The test writer should analyze the skills in the expected language behavior and test them separately as well as collectively.
g. Idioms, vocabulary, structures, and cultural items should be tested in context and should not appear as lists of facts or rules.
h. Incorrect forms should not be presented to students.
i. Test items should be in the foreign language and ask for performances in the foreign language. Translation should be requested only at advanced levels.
j. All directions should be short and clear. At the elementary stage, directions in English are preferable. Usually a sample item and its answer are necessary.
k. When subjective evaluation is necessary, a quality scale should be used.

4. Testing Cultural Information[11]

Studying the culture of a nation in terms of its contributions to the arts, crafts, literature, social institutions, and science is an important objective in the study of a modern language. Such knowledge can be tested in various ways without much difficulty. (Cultural tests may be obtained from Educational Testing Services, Princeton, New Jersey.) One aspect of culture not touched until recently in testing is the structural system or patterned behavior--the way of life of a people rather than the refinement of a people. The following are some samples which a teacher could use as an incentive to develop his own tests (in English or the foreign language). If he has a good knowledge of the patterns of behavior in the foreign culture as compared with his own.

3. The bright rays of the sun glisten on the snow and filter through the huge windows. In the center of the great hall in the Kremlin stands a huge fir tree beautifully decorated with ornaments and sweets of all kinds. Hundreds of children dressed in their holiday finery form a huge circle and sing and dance around the tree. The room is piled high with gift packages which jolly Grandfather Frost will share with the children during the course of the celebration.
The time of this celebration is:
   a. January 1
   b. December 25
   c. January 6
   d. November 7
   e. February 2
(Letter a is the correct answer.)

4. You are in a small village twenty-five miles outside of a large industrial city in Germany. Which of these situations are normal occurrences without special meaning?
You visit a family and find the following incidents taking place between 6 and 8:30 on a Monday morning:
   a. One member of the family catches the school bus to go to the Gymnasium/Realschule/Hauptschule in the city.
   b. One member takes the bus to go to the large automobile factory outside the city.
   c. One member gets into the family Volkswagen to go to the city to do some shopping.
   d. One member of the family milks the cow and takes care of the farm chores.
   e. One member is still eating a breakfast of orange juice, toast, ham and eggs, and coffee.
   (Letter b, c, and d are normal occurrences.)

5. University students are sitting in the large hall listening to a lecture being given by a professor. They are stamping their feet.
   a. To show disagreement
   b. To show enthusiastic approval
   c. To show impatience because the professor is lecturing overtime
   d. To show discomfort because the classroom is cold
   e. Because it is the custom to do this at the end of a lecture
   (Letter B is the best possible answer.)

6. You are in a cafe in Spain and you wish to call the waiter to indicate that you have changed your mind and you wish to order something else. You would
   a. Clap your hands above your head
   b. Snap your fingers
   c. Try to catch the waiter's eye
   d. Stand up
   (Letter c is the most correct answer--b is also acceptable)

7. Placement testing is becoming increasingly important in the foreign language programs of today. Even though elementary and secondary schools in

that are not yet using tests for placement to any great extent, they are being employed quite extensively and successfully at the college level. Some of the current placement procedures nationwide include CEEB, MLA Cooperative Tests, studies of records and grades, equated experience (two years equal one, or three years equal two).

Placement involves not only the student's capacity to perform at a certain level but also physical and social adaptations to a new learning environment. Placement testing is becoming the by-product of successful language programs throughout the nation.

9. Grouping as Informal Evaluation[12]

Grouping is an evaluative procedure although often it may not be so recognized. It can be an extremely valuable arrangement to make foreign language learning more meaningful. When and how to use grouping depends on the nature of the activity and upon the time available. The size of groups will vary with the purpose of the activity.

Grouping in foreign language classes provides for individual differences. Wide variation in background ability of the pupils requires a flexible, diversified program which challenges the abilities of all and encourages each individual to work to his maximum capacity. Developing this type of program requires time, thought, and careful planning in addition to a great variety of teaching materials.

Grouping occurs on different bases. If foreign language skills are involved, student performance is the determining factor in setting up the groups. Student interest is the underlying criterion for groups preparing cultural presentations. Sometimes the choice is arbitrary (having rows of students work together). At times student leaders may select their own groups. On other occasions the teacher may wish to divide the class. Groups should be monitored but not controlled by the teacher. Time should be used effectively, and the results of group activity should lead to further evaluation.

Footnotes:

1. A Guide For Instruction in Modern Foreign Languages, Minnesota Department of Education, 1963, p. 67.
2. Ibid.
3. Ibid.
4. Carlton W. Eaton, "Evaluation and Testing in Teaching Modern Foreign Languages," School Life, March 1962, pp. 1-4.
5. Ibid.
6. A Guide For Instruction in Modern Foreign Languages, op. cit., p.69.
7. Ibid., p. 70.
8. Ibid., pp. 71-2.
9. Ibid., pp. 72-3.
10. Ibid., pp. 68-9.
11. Ibid., p. 73.
12. "Grouping," Illinois Foreign Language Newsletter, Vol. V., No. 3, November 1964, p. 3.

CHAPTER VIII

THE ADMINISTRATOR, SUPERVISOR, COUNSELOR AND THE PUPIL IN THE FOREIGN LANGUAGE PROGRAM

The Administrator

The principal is the educational leader of the school, and programs of instruction within a building can not prosper without the administrative support and direction. The principal is the superintendent's personal representative, and the superintendent, is in turn, the executive officer of the board of education. Supervision usually provides advisory service to teachers, principals, and superintendents to the end that the educational programs will be further improved. The formulation and direction of policy regarding the program of instruction lies principally within the administrative-supervisory staff of a district, but the implementation of instruction is the realm of the teacher. Foreign language instruction needs the specific attention, support, and direction from the district supervisor and the school administrator in order to insure that students gain the development to which they are entitled in a good foreign language program.

The ingredients of a successful foreign language program are listed below:

1. District support and direction including
   a. A supervisor or someone delegated with the responsibility of leadership in foreign language instruction.
   b. A clearly stated set of objectives.
   c. A cooperatively designed and coordinated program of instruction encompassing several years of continuous foreign language learning.
   d. Materials and instructional aids of sufficient quality and quantity to help the teacher accomplish his objectives.
2. A school principal who will actively support the foreign language teacher in his assignment.
3. A staff of professionally competent, enthusiastic teachers.
4. Students who are aware of the value of foreign language learning and who have resolved to put forth the effort required to learn another language.

How to Develop a Successful Foreign Language Program[1]

Consult with language experts (including the state specialist on foreign language education) to determine what is desirable and possible for your school.

Select languages which reflect as much as possible the interests of your own community and for which competent, enthusiastic teachers are available.

Make election of language study possible for all students, not just the college bound. Language instruction should not be compulsory in the secondary school. Offer more than the minimum number of years required for college entrance.

In elementary schools provide language instruction for all students. Start at the earliest point (preferably grade 3 or grade 4) at which continuity in the same language through grade 12 can be guaranteed.

Provide for careful articulation (progression from level to level so that there are no needless repetitions, nor serious deficiencies), particularly at the 7th and 10th grade levels.

Encourage students who begin foreign language study in high school to continue in the same language.

Employ only well-trained teachers whose major interest is language teaching and who are motivated toward perfecting their own fluency and acquiring new techniques of language instruction.

Select new teaching materials on the basis of consultation with available resource people and of teaching goals continually agreed upon by district and school committee.

Involve teachers in all decisions concerning texts and materials.

Provide a district coordinator or supervisor who has a competent foreign language background and who is directly responsible for supervision and promotion of the program. An experienced, competent teacher in the district may be given the responsibility of assisting beginning teachers.

Avoid excessively large language classes. Don't exceed the maximum of 25 students at the secondary level. The ideal is 20 to 15.

A daily schedule of seven or more periods provides the best opportunity for the maximum number of students to study a foreign language.

Relationships with the Teacher[3] -- The administrators have the responsibility of ensuring teachers a situation that will produce the highest professional growth. Teachers work most effectively when they have assurance and guidance, ample time to do the job well, a professional salary, satisfactory equipment, and those many little extras that enable them to teach creatively, including:

Time to keep informed about the latest research, progress, and new materials in their field.

Time to work individually with pupils.

Time to prepare suitable classroom and laboratory materials for their pupils.

Time to visit other schools with similar programs.

Time to participate in study groups and workshops.

Time to develop extra-curricular activities such as language clubs and plays.

Time and financial assistance to attend professional meetings.

A budget for purchase of audio-visual materials, films, slides, foreign language newspapers and magazines.

Encouragement to participate in summer workshops, language institutions, and to travel.

The Counselor

Importance of Foreign Language Study[3]

Political and technological developments in the last two or three decades have necessitated a complete modification in foreign language instruction in all facets of language learning with emphasis on oral communication. Countries and peoples are now known distant by travel, not weeks or months. Politically, peoples are clamoring for independence, higher living standards, and are looking to world powers for information and help. These developments have thrust on citizens of the United States exacting responsibilities which cannot be met until lines of communication are established. The American government, seeing the necessity of strengthening national language capabilities, initiated the National Defense Education Act of 1958. It is now necessary for the American school system to achieve a great deal more in foreign language instruction, than ever before attempted, in order to correct the language deficiency in our society. If our nation is to rise to the challenge of fostering intercultural understanding with its incident communications skills, foreign language instruction must be offered to this nation's youth. Americans can no longer insist that other peoples learn English in order to communicate.

The following facts should be considered when counseling students concerning foreign language study.[4]

> Language study helps students to become more articulate, broadens students' cultural and intellectual horizons, and increases respect and tolerance for ideas, values, and achievements of a foreign culture.
>
> Many colleges and universities are instituting, restoring, and increasing their requirements in foreign language, both for admission and for degrees.
>
> All students should have the opportunity to elect foreign language study and to continue it as long as their interest and ability permit.
>
> Students should begin language learning at an early age. The advantages of an earlier start are greater ease in learning and the chance to develop near-native proficiency in speaking.
>
> Students entering the secondary schools from an elementary school foreign language program should be given the opportunity to continue in the same language through at least a four-year sequence without interruption.

It is important to identify students who are especially capable in language learning in order to give them time to become linguists or other language specialists.

Students who may eventually become our national leaders need a high level of foreign language competency and should be encouraged to study foreign languages.

Students who are native speakers of a foreign language taught in schools do not benefit from the usual beginning courses designed for English-speaking students. Such students should therefore be encouraged to take foreign language classes designed for their special needs.

The particular foreign language which a student studies in school is a matter of individual motivation based on such considerations as which languages are available, family preference, community background, vocational interest, travel opportunities, and other considerations.

The counselor should neither support nor imply that one foreign language is easier to learn than another, or that one language has greater social acceptance or appeal.

Students should never be permitted to "skip" the language department if their initial unsatisfactory experience in another language has been due to academic weakness.

The counselor is encouraged to consult with the foreign language teachers on all matters concerning the foreign language program.

THE TEACHER

The past few years have brought rapid change in the teaching of foreign languages. Both course offering and methodology now require teachers with language majors who are dedicated to their profession. As the last few years have produced such profound changes, so will the next few years produce more. Teachers must prepare continually, seek, find, and assimilate progressive techniques and methods.

Not all language teachers have the same abilities, attitudes, aptitudes and preparation. Never belittle students or former teachers. The teacher must take her students where they are and move ahead with them. Realizing that they are teaching one of the most technical and difficult subjects offered in the elementary and secondary schools, language teachers of outstanding quality will:

1. Continually improve competence in language skills by all possible means, including periodic foreign residence.
2. Keep abreast of development in the language and culture.
3. Convey habitually a positive, enthusiastic attitude for teaching the language and culture, and for language learning.

4. Have a genuine interest in young people.

5. Be thoroughly dedicated to the language teaching profession.

6. Understand thoroughly the basic philosophy of the program (text) being used.

7. Join and regularly participate in local, state and national associations, including those directly pertaining to language learning.

8. Survey at least monthly the professional literature of their teaching specialties.

9. Acquire additional formal preparation through in-service workshops and course work leading to higher degrees and professional certificates.

10. Test new programs and experimental ideas.

ASSISTANCE FOR ACHIEVEMENT

In addition to a requisite set of language skills and a clear understanding of methods and techniques, the superior teacher's performance results in good student-teacher support and enthusiastic presentation. Suggested sources for teacher improvement are

1. State Department Foreign Language Guide

2. Foreign language specialists, district, state and nation

3. Colleagues who are constantly striving for self-improvement

4. Successful programs and classes within reasonable distance.

5. Foreign language in-service programs, workshops, conferences, and institutes sponsored by the district, the state or by institutions of higher learning.

COORDINATION

Foreign language teachers are a part of a very complex instructional team. Members of that team must cooperate with one another for the best interests of the students. Foreign language teachers are encouraged to confer with other members of the team.

1. Administrators

2. Counselors

3. Other language teachers

4. Parents

PROFESSIONAL PREPARATION

Teachers should review these MLA[5] standards for professional preparation.

1. Only selected students should be admitted to a teacher-preparation program, and those selected should have qualities of intellect, character, and personality that will make them effective teachers.

2. The training of the teacher must make him a well-educated person with sound knowledge of United States culture, the foreign culture and literature, and the differences between the two cultures. It must also enable him to:

   a. Understand the foreign language spoken at normal tempo.
   b. Speak the language intelligibly and with an adequate command of vocabulary and syntax.
   c. Read the language with immediate comprehension and without translation.
   d. Write the language with clarity and reasonable correctness.
   e. Understand the nature of language and of language learning.
   f. Understand the learner and the psychology of learning.
   g. Understand the existing objectives of education in the United States and the place of foreign-language learning in this context.

3. In addition to possessing the requisite knowledge and skills, the language teacher must be able to:

   a. Develop in his students a progressive control of the four skills (listening, speaking, reading, writing).
   b. Present the language as an essential element of the foreign culture and show how this culture differs from that of the United States.
   c. Present the foreign literature effectively as a vehicle for great ideas.
   d. Make judicious selection and use of methods, techniques, aids, and equipment for language teaching.
   e. Correlate his teaching with that of other subjects.
   f. Evaluate the progress and diagnose the deficiencies of student performance.

FOOTNOTES:

1. A Guide For Foreign Languages, Missouri, State Board of Education, pp. 16-19.
2. Modern Foreign Languages for Iowa Schools, Iowa Cooperative Curriculum Development Program, p. 33.
3. Johnston, et. al., Modern Foreign Languages, A Counselor's Guide, Bulletin 1960, No. 20, pp. 1-23.
4. Ibid.
5. "Standards for Teacher-Education Programs in Modern Foreign Languages," F L Program Notes, No. 34, pp. 1-2.

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